DOCUMENT RESUME

ED 152 631 SO 010 742

TITLE Organizations Providing or Interested in Business or Economic Education Materials or Information.
INSTITUTION Standard Oil Co. of Indiana, Chicago, Ill.
PUB DATE Jan 78
NOTE 147p.; Directory of Affiliated Councils and Centers accompanying the description of the Joint Council on Economic Education may not reproduce clearly in hard copy due to small type size in original document

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Business; *Business Education; *Directories; *Economic Education; Economics; Elementary Secondary Education; Higher Education; Nonprofit Organizations; *Organizations (Groups); Professional Associations; Resource Materials

ABSTRACT

Approximately 100 organizations are listed and described in this directory to inform educators and researchers about organizations that provide or are interested in business or economic education materials and information. These descriptions were developed to provide an initial review of the many organizations in the field of business or economic education. The descriptions are not all-inclusive and do not review all operational aspects of an organization. Each citation contains full title of the organization, address, and phone number; a brief statement of objective; information about the organization, including staff and budget; and a brief report of program activities. (JR)

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Martin Shallenberger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ORGANIZATIONS PROVIDING OR INTERESTED IN BUSINESS OR ECONOMIC EDUCATION MATERIALS OR INFORMATION

SP 010 742

PUBLIC AND GOVERNMENT AFFAIRS
STANDARD OIL COMPANY (INDIANA)
JANUARY, 1978

ORGANIZATIONS PROVIDING OR INTERESTED IN BUSINESS OR ECONOMIC EDUCATION MATERIALS OR INFORMATION

These abstracts were developed to provide an initial review of the many organizations in the field of business and economic education. Additional direct contact for current, more detailed information should be made before a program is sponsored or financial support is recommended.

There are a large number of organizations with various approaches to business and economic education. They should be examined to determine if they have adequate funding and sufficient staff support to carry on their functions. Effective programs for use by teachers appear to require the expertise and input from both educators and economists if they are to be successfully implemented in schools.

The abstracts are not all-inclusive and do not review all operational aspects of an organization. They attempt to review some of the organizations interested, in varying degrees, in research, public policy, business, or economic education. A brief review of some nonprofit organizations that appear to be effective in these areas follows:

American Economic Foundation--New York--AEF's simplified economic statements and programs receive wide support and are distributed through numerous diverse groups.

American Enterprise Institute for Public Policy Research--Washington, D.C.--The institute is one of the foremost economic research organizations providing study in a broad range of economic areas. It is primarily interested in influencing public policy makers.

The Business Roundtable--New York--The Roundtable is concerned with management's interest and implementation of economic education. It works with other organizations and associations and recommends effective programs.

Chamber of Commerce of the United States--Washington, D.C.--The Chamber has broad base support for its economic education program and involves many business organizations who do not have the means to develop their own programs.

Economic Education Foundation for Clergy--Washington, D.C.--The foundation is the only organization specifically aimed at reaching clergy of all faiths.

Committee for Economic Development--New York--CED is primarily engaged in research and policy recommendations directed to business, educators, and government officials.

The Conference Board--New York--CB is a fact-finding institution that publishes research materials for educators, business, and government.

Future Business Leaders of America--Washington, D.C.--This national organization of high-school (FBLA) and college (PBL) members is directly concerned with students entering business. It appears to be effective in explaining the private enterprise system to youth.

The Heritage Foundation--Washington, D.C.--HF is an educational public policy research organization with numerous publications, a resource bank, and other informational programs.

Intercollegiate Studies Institute--Byrn Mawr, Pennsylvania--The institute distributes its publications widely to college students and faculty.

Invest-In-America National Council, Inc.--Philadelphia--The council multiplies its efforts through annual seminars held at various colleges. Primary thrust is the role of saving and investment in the economy.

Joint Council on Economic Education--New York--Analysis of all other organizations seems to indicate that the Joint Council is most effectively organized to institute and develop economic education through the schools, both with its own programs and the individual approaches being tried and tested by the various state councils.

Junior Achievement, Inc.--Stamford, Connecticut--JA has a viable, practical program of personal opportunity to help students understand business economics through participation in mini-business concerns and other economic educational programs.

National Association of Manufacturers--Washington, D.C.--NAM, a national industrial association, channels the business and economic education activities through its Foundation for Economic Freedom.

National Bureau of Economic Research--New York--The bureau, heavily funded by business, provides research and reports on a wide variety of economic subjects.

National Federation of Independent Business--San Mateo, California--NFIB seeks to promote the free enterprise system with publications, economic education information, and debate materials for schools.

National Schools Committee for Economic Education, Inc.--Old Greenwich, Connecticut--The committee distributes economic education materials to schools.

World Research, Inc.-Campus Studies Institute Division--San Diego--The institute has contact with a large number of college campuses and a large mailing list for its publications.

Abstract Information

ORGANIZATIONS PROVIDING OR INTERESTED IN BUSINESS OR ECONOMIC EDUCATION MATERIALS OR INFORMATION

Organizations listed may be active and effective, have a substantial interest, or have some interest in business and economic education through programs addressed to students and teachers, the general public, specialized audiences, or as a research group. They are identified in the index as follows:

1. National organization with an active interest in economic education.
2. Regional or state organization active in economic education in a limited or specific geographic area.
3. Executive or management organization providing some economic education or direction.
4. Business or industry organization active for a particular group providing some economic education material, program, or direction.
5. Research or public policy organization with professional economists.
6. Other organization with an interest in business or economic education.

Information about the nonprofit organizations was secured from the following sources which provide additional information:

1. The Business Roundtable Subcommittee on Economic Education, 1973 report.
2. Chamber of Commerce of the United States, Public Affairs department report of 1975 on Economic Education in the 50 States.
3. Economic Education Programs and Resources Directory, 1976, National Association of Manufacturers.
4. Council for Financial Aid to Education, 1977 publication Interface.
5. Encyclopedia of Associations, abstracts of organizations, 1977 edition.
6. Materials and reports furnished by the organizations.

Abstracts revised and edited, January, 1978.
Martin J. Shallenberger
Senior Staff Public Affairs Representative
Programs Section - Mail Code 3705
Phone (312) 856-4749

ABSTRACT INDEX

ACU Education & Research Institute (5) Washington, D.C.
M. Stanton Evans, Chairman

American Cause, Inc. (1) Washington, D.C.
George L. Murphy, Director

American Communication Network (6) Knightstown, In.
Brian L. Bex, President

American Council for Capital Formation (6) Washington, D.C.
Richard W. Rahn, Executive Director

American Council of Life Insurance (4) Washington, D.C.
Richard R. Shinn, President

American Economic Association (6) Nashville, Tn.
Mary L. Winer, Administrative Director

American Economic Foundation (1) New York, N.Y.
Charles H. Wolfe, President

American Enterprise Institute for Public Policy Research (5) Washington, D.C.
William J. Baroody, Jr., Executive Vice President

American Institute for Economic Research (5) Great Barrington, Ma.
Rollo Handy, President

American Iron and Steel Institute (4) Washington, D.C.
Thomas D. Patrick, Director of Communications & Education Services

American Management Associations (3) New York, N.Y.
Joseph P. Keyes, Vice President-Public Relations

American Political Science Association (5) Washington, D.C.
Evron M. Kirkpatrick, Executive Director

American Productivity Center (6) Houston, Tx.
Peter Moffett, Executive Vice President

American Viewpoint, Inc. (6) Chapel Hill, N.C.
Ivan Hill, President

Americans for the Competitive Enterprise System, Inc. (2) Philadelphia, Pa.
Joseph H. Campbell, Jr., Program Director

America's Future, Inc. (6) New Rochelle, N.Y.
John C. Wetzel, President

Association for Business Education, The (6) Los Angeles, Ca.
Jeanne Palmer, President

Brookings Institute, The (5) Washington, D.C.
James D. Farrell, Information Editor

Business Economics Education Foundation (2) St. Paul, Mn.
Robert H. Kaitz, Executive Director

Business/Education Alliance (2) Detroit, Mi.
Arthur W. Saltzman, Executive Director

Business Roundtable, The (3) New York, N.Y.
James Keogh, Executive Director-Public Information

Cato Institute (5) San Francisco, Ca.
Edward H. Crane III, President

Center for Business Information (2) Worcester, Ma.
Elaine S. Cencak, Executive Director

Center for Communication (2) Tarrytown, N.Y.
Vincent Kenny, Director

Center for Constructive Alternatives (2) Hillsdale, Mi.
Donald Lipsett, Director

Center for Economic and Career Education (2) Evanston, Il.
Edward Storke, Director

Center for Economic Education (2) Olivet, Mi.
Myrtle Beinhauer, Director

Center for Education & Research in Free Enterprise (2) College Station, Tx.
Robert L. Baumbach, Assistant to the Director

Center for Libertarian Studies, The (6) New York, N.Y.
John Hagel III, President

Center for the Study of American Business (5) St. Louis, Mo.
Kenneth W. Chilton, Assistant Director

Center for the Study of Democratic Institutions (5) Santa Barbara, Ca.
Maurice Mitchell, President

Center for the Study of Private Enterprise (2) Boone, N.C.
George Schieren, Director

Center for the Study of Private Enterprise (2) Los Angeles, Ca.
H. Frank Chew, Associate Director

Century III Foundation (6) Oak Brook, Il.
Arthur I. Melvin, Executive Director

Chamber of Commerce of the United States (4) Washington, D.C.
John D. Sullivan, Director for Interpreting Business & Economic Education

Charles Edison Memorial Youth Fund, The (1) Washington, D.C.
David R. Jones, President

Committee for Economic Development (5) New York, N.Y.
Sol Hurwitz, Vice President-Director of Information

Conference Board, Inc., The (5) New York, N.Y.
Kenneth A. Randall, President

Council of Better Business Bureaus, Inc. (4) Washington, D.C.
Sidney H. Eiges, Vice President-Public Relations

Distributive Education Clubs of America (1) Reston, Va.
Linda Kyles, Publications Director

Economic Education Foundation for Clergy (6) Washington, D.C.
Alan R. Ettman, Executive Director

Educational Research Council of America (5) Cleveland, Oh.
George H. Baird, Executive Director

Fisher Institute, The (5) Dallas, Tx.
Sherrill E. Edwards, President

Foundation for American Communications (6) Woodland Hills, Ca.
John E. Cox, President

Foundation for Economic Education, Inc., (1) Irvington, N.Y.
Leonard E. Read, President

Foundation for Oregon Research and Education (2) Portland, Or.
Wilson H. Hulley, Executive Director

Foundation for Research in Economics & Education (1) Los Angeles, Ca.
Victor Tabbush, Vice President-Economic Education

Freedoms Foundation at Valley Forge (6) Valley Forge, Pa.
Franz G. Lassner, Senior Vice President for Programs

Fund for Education in Economics (4) Washington, D.C.
Ralph Smeda, Educational Group Director

Future Business Leaders of America (1) Washington, D.C.
Edward D. Miller, Executive Director

Heritage Foundation, The (5) Washington, D.C.
Edwin J. Feulner, Jr., President

Hugh O'Brien Youth Foundation (1) Los Angeles, Ca.
Frank Castellano, Director-Programs

Industrial Information Institute, Inc. (2) Youngstown, Oh.
Don E. Westenbarger, Director

Industry Education Councils of America (6) San Francisco, Ca.
Ivy Lee, Jr., Executive Director

Industry Education Council of California (2) Los Angeles, Ca.
Rita M. Nugemt, Executive Director

Institute for Contemporary Studies (1) San Francisco, Ca.
H. Monroe Browne, President

Institute for Free Enterprise Education, The (2) Dallas, Tx.
Tom Rose, Vice President

Institute for Humane Studies (5) Menlo Park, Ca.
Charles G. Koch, President

Institute for Public Affairs Research, Inc. (2) Portland, Or.
Andrew E. Jacobs, Jr., Executive Director

Intercollegiate Studies Institute (1) Bryn Mawr, Pa.
E. Victor Millone, President

International Assn. of Students in Economics & Business Mgmt. (1) New York, N.Y.
Charles Carson, Director of Programs

International Center for Economic Policy Studies (5) New York, N.Y.
Antony Fisher, Executive Director

Invest-In-America National Council, Inc. (4) Philadelphia, Pa.
Louis G. Milione, Executive Vice President

Invest-In-America Northern California Council, Inc. (2) San Francisco, Ca.
Ivy Lee, Jr., Executive Director

Joint Council on Economic Education (1) New York, N.Y.
Michael A. MacDowell, President

Junior Achievement, Inc. (1) Stamford, Ct.
Richard Maxwell, President

Law and Economics Center (5) Coral Gables, Fl.
Henry G. Manne, Director

Lincoln Education Foundation (6) New York, N.Y.
Donald L. Kemmerer, President

National Alliance of Businessmen, The (4) Washington, D.C.
Ellen Boyers, Director Career Guidance Institutes

National Association for Industry-Education Cooperation (6) Buffalo, N.Y.
Donald M. Clark, President

National Association of Life Underwriters (4) Washington, D.C.
John W. Galloway, Assistant Director of Public Relations-Education

National Association of Manufacturers (4) Washington, D.C.
Lee Hamilton, Vice President-Education

National Bureau of Economic Research, Inc. (5) New York, N.Y.
Martin Feldstein, President

National Consumer Finance Association (4) Washington, D.C.
Edward F. Herbert, Director of Public Relations

National Coordinating Council for Constructive Action (6) Whittier, Ca.
Frank A. Rogers, Chairman

National Dividend Foundation (5) Palm Beach Gardens, Fl.
J. T. Buxton III, Executive Director

National Education Program, Inc. (2) Searcy, Ar.
George S. Benson, President

National Federation of Independent Business (4) San Mateo, Ca.
Charles L. Heatherly, Director of Education

National Foundation for Consumer Credit (4) Washington, D.C.
Robert E. Gibson, President

National Management Association (4) Dayton, Oh.
John W. Brown, Manager of Development

National Schools Committee for Economic Education, Inc. (1) Old Greenwich, Ct.
Morgan S. A. Reichner, President

National Taxpayers Union (5) Washington, D.C.
James D. Davidson, Executive Director

Office Education Association (1) Columbus, Oh.
Dwight Loken, Program Director

Peabody Center on Economics and Social Studies Education (2) Nashville, Tn.
Ronald E. Galbraith, Director

Presidential Classroom for Young Americans, A (6) Washington, D.C.
Angie B. Whitaker, Executive Director

Public Interest Economics Foundation (5) Washington, D.C.
Allen R. Ferguson, President

Robert A. Taft Institute of Government, The (5) New York, N.Y.
Marilyn Chelstrom, Executive Director

Rockford College Institute (2) Rockford, Il.
John A. Howard, Director

San Antonio Foundation for Free Enterprise (2) San Antonio, Tx.
H. B. Zachry, Vice President

Social Science Education Consortium, Inc. (6) Boulder, Co.
Irving Morrissett, Executive Director

Tax Foundation (5) New York, N.Y.
Robert C. Brown, Executive Vice President

Texas Bureau for Economic Understanding (2) Arlington, Tx.
Leon B. Blair, Executive Director

Thomas Jefferson Research Center (5) Pasadena, Ca.
Frank R. Goble, President

United States Industrial Council (4) Nashville, Tn.
John G. Hutchens, President

Vocational Industrial Clubs of America, Inc. (1) Falls Church, Va.
Virginia C. Lopez, Director-Public Information

Washington International Institute (6) Washington, D.C.
James C. Kennan, President

World Research, Inc. - Campus Studies Institute Division (1) San Diego, Ca.
Patty Newman, Executive Director

INDEX - OTHER ORGANIZATIONS

Advertising Council, Inc., The (6) New York, N.Y.
A. C. Podesta, Vice President

American Academy of Political and Social Science (6) Philadelphia, Pa.
Ingebord Hessler, Business Manager

American Education Association (1) New York, N.Y.
Cathryn L. K. Dorney, Executive Director

American Institute of Economics (2) New Wilmington, Pa.
William P. McKee, President

Association for Evolutionary Economics (6) University Park, Pa.
John C. Spychalski, Secretary

Boy Scouts of America (1) North Brunswick, N.J.
Richard D. Dutcher, Associate Director

Center for Informatic. on America (6) Washington, Ct.
Townsend Scudder, President

Center for Research in Government Policy and Business, The (5) Rochester, N.Y.
Karl Brunner, Director

Center for Study of Public Choice (5) Blacksburg, Va.
James M. Buchanan, General Director

Committee for Monetary Research & Education, Inc. (5) Greenwich, Ct.
Donald L. Kemmerer, President

Common Cause (1) Washington, D.C.
David Cohen, President

Conference of American Small Business Organizations (4) Chicago, Il.
Harlan R. Shaw, Chairman

Conference on Economic Progress (5) Washington, D.C.
Leon H. Keyserling, President

Constructive Action, Inc. (6) Whittier, Ca.
M. W. Brainard, Director

Delta Pi Epsilon (1) St. Peter, Mn.
Ellis J. Jones, Executive Secretary

Econ-Ed Foundation (2) LaMesa, Ca.
Gordon L. Austin, Executive Director

Economic Ecology, Inc. (6) Houston, De.
Cal Hollis, President

Foundation for Student Communication, Inc. (6) Princeton, N.J.
Jonathan A. Victor, Advertising Director

Foundation for Teaching Economics (2) San Francisco, Ca.
Charles A. Foster, Jr., President

General Federation of Women's Clubs (1) Washington, D.C.
Mrs. Harry Wagner, Jr., President

International Association of Business Communicators (1) San Francisco, Ca.
John N. Bailey, Executive Director

Manion Forum, The (6) South Bend, In.
Emmett Mellethin, Managing Director

Media Institute, The (6) Washington, D.C.
Judith Lewis, Executive Director

Movement for Economic Justice (6) Washington, D.C.
Bert De Leeuw, Coordinator

National Association of Investment Clubs (1) Royal Oak, Mi.
Thomas E. O'Hara, Chairman

National 4-H Council (1) Washington, D.C.
Margo H. Tyler, Manager-Information Services

Public Interest Economics Center (5) Washington, D.C.
Allen R. Ferguson, President

Securities Industry Association (4) New York, N.Y.
Harry C. Prehodka, Director-Public Information

Thomas Jefferson Center for Political Economy (5) Charlottesville, Va.
Edwin Burmeister, Executive Director

United States Citizens' Congress Educational Foundation, Inc. (1) Washington, D.C.
Barry Cooperstein, Executive Director

Additional Information on State Organizations

ACU EDUCATION AND RESEARCH INSTITUTE (ERI)
600 Pennsylvania Avenue, S.E., Washington, D.C. 20003
(202) 546-1710

OBJECTIVE: The institute is devoted to advancing greater awareness and understanding of America's traditional values.

ORGANIZATION: The tax-exempt educational organization, founded in 1974, is headed by a board of directors drawn from colleges, universities, business, and the communications media. Staff 3. 1977 budget $100,000. It is funded by business, foundations, and individuals. Previously associated with the American Conservative Union.

PROGRAM: Through discussion and research of major issues, the institute works with college students to teach philosophic principles and civic responsibilities. The institute is active in the following areas: 1) Provides college students with an educational summer intern program in Washington. 2) Publishes various issue studies about our political and economic system, and issues in brief on topical subjects, for distribution to students, educators, media, and interested citizens (approximately 100,000 copies annually). 3) Conducts an annual symposium and various seminars.

The National Journalism Center is operated by ERI to train student interns in the fundamentals of media work and an understanding of the American system of traditional values.

AMERICAN CAUSE, Inc. (AC)
Suite 304, 905 16th Street, N.W., Washington, D.C. 20006
(202) 638-4006

OBJECTIVE: The purpose of American Cause is "to restore and preserve the basic political philosophy of our American heritage, the free market system, and to protect the right to own and control your own property."

ORGANIZATION: The bipartisan, nonprofit, political education organization was founded in 1974. Members: 30,000. Executive and bipartisan Congressional Advisory committees. Funded by individuals and business.

PROGRAM: American Cause conducts research, evaluates current issues, and recommends action. Provides speech materials for members of Congress, sponsors a speakers bureau, and contacts media, labor, clergy, members of the entertainment world, and chief executive officers. Has produced short radio announcements on selected issues. Publishes a newsletter and SPECIAL REPORTS, nine per year.

AMERICAN COMMUNICATION NETWORK (ACN)
308 North Washington Street, Knightstown, Indiana 46148
(317) 245-5115

OBJECTIVE: ACN is concerned with communicating factual information on the private-enterprise system. It believes in freedom, private free-market economic system, private property, the profit and loss system, limited responsible government, and the worth of the individual.

ORGANIZATION: Founded: 1966. Twenty-member board of directors. A nonpolitical, nonprofit educational organization supported by individuals, foundations, business, and industry. Annual budget over $500,000.

PROGRAM: ACN produces THE AMERICAN RECORD, a four-page monthly newsletter, with a circulation of six and a half million distributed to business, industry, schools, universities, churches, civic, and patriotic organizations, including 145 monthly trade journals. Also produces a half-hour weekly TV program used by over 50 stations. Over 100 seminars are conducted annually. A 400 film print and periodical library is maintained for use by 550 participating high schools.

AMERICAN COUNCIL FOR CAPITAL FORMATION (ACCF)
Suite 1000, 1425 K Street, N.W., Washington, D.C. 20005
(202) 638-5638

OBJECTIVE: The council's purpose is to inform Americans of the importance of capital formation and to work to reduce the bias in the tax system against private saving and capital formation.

ORGANIZATION: The council is a nonprofit, nonpartisan executive, business, research, and public policy organization founded in 1973. Staff: 10. Twenty-five hundred members from business, associations, labor, and individuals support its program.

PROGRAM: The council's three operating committee, Policy, Government Relations, and Economic Education and Communications, provide direction. The council is primarily concerned with the reform of federal tax policies through research, publication, and contact. The council prepares and submits testimony before congressional committees, conducts semiannual seminars, and produces a Legislative Action Kit and economic education kits for use by those expressing interest.

AMERICAN COUNCIL OF LIFE INSURANCE (ACLI)
1850 K Street, N.W., Washington, D.C. 20006
(202) 862-4000

OBJECTIVE: The Education and Community Services division of ACLI seeks to improve relations between the business and academic communities. It seeks to demonstrate that higher education and life and health insurance businesses have common concerns.

ORGANIZATION: Founded: 1939. Staff: 300. The council is a trade association with 400 members from life and health insurance companies.

PROGRAM: The Education and Community Services division handles information and publishes printed materials and some multimedia kits and programs in the areas of family financial planning and life and health insurance. It has established a university advisory council to provide an avenue of communication between the insurance industry and academia. It consults with and assists teachers and teacher educators and provides teaching guides and curriculum outlines on various aspects of life and health insurance.

The council has sponsored the Business Executive in Residence program since 1973. Senior insurance executives spend two to four weeks at selected college campuses. They may teach classes, hold seminars, give lectures, or take part in informal discussions with students and faculty. Approximately nine college programs are sponsored each year.

The Interfaith Council for Family Financial Planning assists religious institutions to teach the clergy. The council also cooperates with the General Federation of Women's Clubs and the Cooperative Extension Service of the U.S. Department of Agriculture to encourage family money education programs for their members.

COMMENT: The council represents the life insurance business in legislative and regulatory areas at the federal, state, and local levels of government; provides the public with information about the purpose and uses of life insurance; maintains research facilities to record the performance of the business; and measures attitudes of the public on issues relevant to the business.

AMERICAN ECONOMIC ASSOCIATION (AEA)
1313 21st Avenue South, Nashville, Tennessee 37212
(615) 322-2595

OBJECTIVE: The association encourages historical and statistical research into actual conditions of industrial life and provides a nonpartisan forum for economic discussion.

ORGANIZATION: AEA was founded in 1885. It operates with a staff of 12. Over 19,000 members are educators, business executives, government administrators, journalists, lawyers, and others interested in economics and its application to present day problems. Support is received primarily from membership dues and foundation groups.

PROGRAM: The AEA is an educational organization addressing itself primarily to the teaching of economics at the college and university level, provides for effective training, and conducts seminars and institutes on economics. It works closely with the Economics Institute and the Association for University, Business and Economic Research at the University of Colorado at Boulder. Supplies libraries, institutions, and firms with the quarterly publications: AMERICAN ECONOMIC REVIEW and JOURNAL OF ECONOMIC LITERATURE.

COMMENT: The association does not develop or produce economic educational materials. The association Committee on Economic Education coordinates many of its activities with and through the Joint Council on Economic Education in developing economic education materials.

AMERICAN ECONOMIC FOUNDATION (AEF)
51 East 42nd Street, New York, New York 10017
(212) 687-5330

OBJECTIVE: The foundation conducts research to increase understanding of basic economics, and the free enterprise system, and publishes simplified explanations of economic principles for dissemination to general audiences.

ORGANIZATION: The AEF is a nonpartisan, nonprofit foundation formed in 1939. Staff 17. The AEF is supported by 20,000 people interested in economic research and education at the mass level, including primary and secondary classrooms. Annual budget is approximately $500,000, provided by individuals (50 per cent), corporations (30 per cent), and foundations (20 per cent).

PROGRAM: The basic publications program of the AEF consists of: (1) A simplified economics text, How We Live. Over eight million copies have been distributed since 1944. (2) Ten Pillars of Economic Wisdom, a one-page, abridged statement of the foundation's philosophy, and (3) monthly editorials consisting of a two-pamphlet series--Economic Facts of Life, and In Fact. The monthly newsletter is NEW WORLD ECONOMY. The 20,000 supporters provide a basic materials distribution channel for AEF.

Among the foundation's current programs are:

Community Economic Education--a business-industry sponsored community, region, or state economic education program supported by local news media and using employee publications and mailings. Advertisements for radio, TV and newspapers, enclosures, and other materials are available.

Corporate Economic Education--this program is based on the needs and opportunities of individual companies and their employees. Techniques are adapted from other AEF projects.

Businessmen in the Classroom--working either with individual business people, companies, or a group of firms in a community-wide program, the foundation shows how business speakers and educational materials can be utilized to increase students' understanding of free enterprise.

Teachers and Schools--the foundation provides books, films, lectures, and courses on free enterprise.

COMMENT: The foundation wants to "help Americans understand how simple economic truths relate to our system, including spiritual faith, moral character, and limited government in maintaining a vital, prosperous free economy."

AMERICAN ENTERPRISE INSTITUTE FOR PUBLIC POLICY RESEARCH (AEI)
1150 17th Street, N.W., Washington, D.C. 20036
(202) 296-5616

OBJECTIVE: The institute's objective is "to assist policy makers, scholars, businessmen, media, and the public by providing objective research and analysis of national and international issues and to foster effective competition of ideas."

ORGANIZATION: AEI is an independent, nonprofit, nonpartisan research and educational organization, governed by a 20-man board of trustees. An advisory committee, with government experience, assists in identifying public policy issues and determines priorities for analysis. An academic advisory board reviews studies for scholarly depth. Staff: 100. About three-fourths of AEI's annual budget of $6 million comes from foundations, the remainder from business and individuals. Originally incorporated in 1943 as the American Enterprise Association, the institute took its present name in 1962.

PROGRAM: AEI's program utilizes the case study approach and presents analysis of issues by academic experts. The program includes: (1) Legislative Analysis Series, ten per year, on law and regulation, dealing with current issues. Written by outside experts, these analyses are edited and issued as unsigned pieces. They are sent to Congressmen, government officials, and others on request. (2) AEI Studies Series, about 40 per year, basic research, but not necessarily subjects of pending legislation, in ten subject categories: taxation, defense, economics, energy, foreign policy, government regulation, health, legal policy, social security, and political and social processes. These are signed pieces, written by experts from the academic community. (3) The montly videotaped Public Policy Forums, combining rational debates, round tables, and town hall meetings, are broadcast over about 500 commercial and public TV stations. Radio stations also use the program materials, which are subsequently distributed as printed publications. (4) Other programs include: AEI Hoover Policy Studies, five per year; conference proceedings, five per year; and Special Project, three per year. (5) About 30 conferences, seminars, discussions and debates, and 90 publications are produced annually.

The institute's educational program for schools and colleges includes research materials, studies, analyses, debates, audio cassettes, and reference items sent to about 400 college AEI Public Policy Research Centers where reserved library sections display this material. Yearly guidebooks are prepared for high school debaters on topics selected by national debate organizations.

COMMENT: The institute studies national problems, fosters research, identifies and presents varying points of view on issues, develops practical options, and analyzes public policy proposals. AEI regards the intellectual audience as being of primary importance because of its influence on public policy makers. The institute does not take positions on policy issues.

AMERICAN INSTITUTE FOR ECONOMIC RESEARCH (AIER)
Great Barrington, Massachusetts 01230
(413) 528-1216

OBJECTIVE: "The institute functions to develop useful solutions to general economic problems; to disseminate information to help individuals cope with financial problems, and to aid the progress of U.S. society."

ORGANIZATION: The nonprofit, educational organization, with a staff of 15, was founded in 1933. Funding is secured from 7,000 sustaining members and from the sale of publications. Investment advice is provided by the American Institute Counselors, Incorporated.

PROGRAM: The institute publishes educational bulletins on personal and general economic problems which contain analysis and implications of current economic developments, and conducts a fellowship program and summer seminars for senior undergraduate and graduate students. Members receive the weekly RESEARCH REPORTS and monthly ECONOMIC EDUCATION BULLETIN.

AMERICAN IRON AND STEEL INSTITUTE (AISI)
1000 16th Street, N.W., Washington, D.C. 20036
(202) 452-7100

This trade association has developed economic education programs to encourage information flow between the academic community and the steel industry to maximize understanding and appreciation of the role and contribution of each in the American socio-economic system. The Institute's economic education activities are under the guidance of a Committee on Education Cooperation, with members from various steel companies.

Member companies answer and provide information about raw materials, vocational opportunities, personnel practices, communication techniques, and the industry's place in the national economy. Companies are responsive to request of educators for speakers, consultants, printed materials, and opportunities to take classroom groups into plants and offices for firsthand observation.

In 1952, it instituted the Community Resources workshops for teachers residing in steel communities. Six-week summer workshops are held in cooperation with sponsoring colleges, community, business, and labor groups. These groups raise funds locally and in cooperation with the school board sponsor teacher participation. They are generally accredited programs for high-school teachers which encourage development of teaching materials, utilizing local cultural, and other resources, including field trips to steel facilities.

Instituted program of Steel Industry Economics Seminars for college teachers, beginning in 1960. The basic purpose is to foster free interchange of ideas between academic economists and executives. Orientation is around the broad, general topic of steel industry economics. Content, mutually determined, is based on major problems of importance to both industry and educators such as competition, research, environment, energy, industrial relations, technological change, and economics.

Steel fellowships have been provided for advanced graduate student study in economics, management, and related disciplines since 1968. A Fellows Program for colleges and universities consists of young steel company employees who have already achieved positions of responsibility in their chosen careers, who accept invitations from leaders in America's academic communities to meet with student groups having a wide variety of interests.

The Institute's Education Committee distributes, on request, tested teaching aids, including filmstrips with teacher guides, publications, and other materials. "Economics of the Environment" is a new 1977 teacher package consisting of a filmstrip, student activity sheets, and a teaching guide. AISI is cooperating with several other trade associations to develop an economics learning module for junior high school level students.

AMERICAN MANAGEMENT ASSOCIATIONS (AMA)
135 West 50th Street, New York, New York 10020
(212) 586-8100

OBJECTIVE: The Association's purpose is to "provide quality programs, products, and services to disseminating the principles, policies, and practices of good management."

ORGANIZATION: Founded in 1923, with a staff of 800, the nonprofit education organization has 62,000 members drawn from professional management and executives in industry, commerce, government, charitable and noncommercial organizations, and university teachers of management.

PROGRAM: AMA's educational program serves all levels of management through meetings, books, periodicals, audiovisual multimedia courses, special reports, and research. Conducts seminars, workshops, and courses on management. Surveys and reports on company problems and practices. Maintains a library on general management, marketing, supervision, etc. Publications include: MANAGEMENT NEWS and ORGANIZATIONAL DYNAMICS, both monthly.

"Operation Enterprise," Post Office Box 88, Hamilton, New York 13346, phone (315) 824-2000 is affiliated with and sponsored by AMA. It was founded in 1963 to give high school and college students an opportunity to learn about management skills, principles, and methods. During the two-week program, management is discussed and evaluated as a career goal.

AMERICAN POLITICAL SCIENCE ASSOCIATION (APSA)
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036
(202) 483-2512

OBJECTIVE: The association "encourages the study and promotes the development of the science of government."

ORGANIZATION: Founded: 1903. Staff: 20. Members: 18,000 college and university teachers of political sciences, public officials, research workers, lawyers, and business people.

PROGRAM: The association develops research projects of public interest in educational programs for political scientists and journalists, and in improving the knowledge and increasing citizen participation in political and governmental affairs. Conducts Congressional Fellowship Program. Awards prizes for best books in political science. Publishes AMERICAN POLITICAL SCIENCE REVIEW and PS NEWS, both quarterly.

AMERICAN PRODUCTIVITY CENTER (APC)
333 West Loop, North, Houston, Texas 77024
(713) 688-2036

OBJECTIVE: The center's purpose is to strengthen America's private enterprise system by creating and supporting programs which improve productivity and the quality of working life.

ORGANIZATION: Staff: 30. 1977 budget approximately $1.5 million. APC is a nonprofit center supported by business and industry.

PROGRAM: APC's main functions are to: 1) Assist in establishing or improving productivity improvement technique programs in private sector organizations. 2) Conduct research and development, measurement, appraisal, and implementation of productivity. 3) Provide awareness programs and publications about the importance of productivity, including a clearing house and referral service for productivity information. 4) Create, promote, distribute, and market education and training programs about productivity for firms, school systems, media, and the general public. Materials may consist of seminars, courses, films, audio tapes, brochures, and field services.

APC coordinates its efforts with the National Center for Productivity and Quality of Working Life, the National Science Foundation, and the Bureau of Domestic Commerce.

AMERICAN VIEWPOINT, INCORPORATED (AV)
University Square, Chapel Hill, North Carolina 27514
(919) 929-0403

OBJECTIVE: American Viewpoint's objective is to strengthen the ethics of our society in order to earn a higher measure of economic freedom.

ORGANIZATION: Founded: 1922. Staff: 3. Supported by business, foundations, and individuals. No government funding.

PROGRAM: The organization carries on research in the ethical citizenship essential to personal liberty in an open society. Publishes the book "The Ethical Basis of Economic Freedom."

Ethics Resource Center is a nonprofit, nonsectarian, nonpartisan educational corporation founded in 1977. The center's purpose is to serve as a resource, assisting ethical programs of established volunteer organizations, business, labor, professional groups, schools, and government units.

Proposed programs for the resource center include: (1) Ethics Reference Library; (2) schools and colleges section, with an advisor council on teaching materials for values and ethics, teacher's bibliography for all educational levels, and writer-teacher seminars; (3) business, labor, and professional association ethics code materials; (4) social ethics for religious organizations; and (5) communications media campaign consisting of radio and TV sports and newspaper adaptations.

AMERICANS FOR THE COMPETITIVE ENTERPRISE SYSTEM, INCORPORATED (ACES)
1169 Suburban Station Building, 1617 J. F. Kennedy Boulevard
Philadelphia, Pennsylvania 19103
(215) 564-0384

OBJECTIVE: "A local citizens movement in the field of economic education to demonstrate the superiority of the American competitive system of private enterprise, which is an essential part of our freedom--and whose superiority lies in recognition of the dignity of the individual."

ORGANIZATION: ACES, also known as Area Council for Economic Education, is a nonprofit organization, established in 1949 by a group of civic leaders in Philadelphia, with a charter permitting national expansion. It operates primarily in Pennsylvania, New Jersey, and Delaware. Officers and directors include businessmen and academicians as well as labor. About three-fourths of its annual budget of $250,000 is funded by companies, with the remainder coming from individual contributions.

PROGRAM: The ACES program is based on the premise that education is best achieved on a personal basis. Directed primarily to juniors and seniors in high school, it is designed to supplement classroom economics teaching.

ACES affiliated with the Joint Council on Economic Education in 1975 to support the Developmental Economic Education program in area schools. Programs are funded for economic education programs for in-service teacher training.

ACES members provide speakers on current topics and limited plant tours. The program reaches approximately 100,000 students annually in social studies, economics, and distributive education classes.

ACES encourages the teaching of economics. Principal thrust is toward education programs for students, teachers, clergy, core-city job trainees, supervisors, and service groups. ACES presents annual awards for outstanding achievement in competitive enterprise.

AMERICA'S FUTURE, INC. (AF)
542 Main Street, New Rochelle, New York 10801
(914) 235-6000

OBJECTIVE: AF's objective is "to educate the people of the United States with respect to the history, character, importance, and value of our constitutional republic and institutions, and the social, economic, and political principles upon which such government and institutions are founded, with emphasis on the advantages of the free enterprise system."

ORGANIZATION: Founded: 1946. Staff: Ten. Current contributors: 14,000. 1977 Budget: $320,000. Nonprofit educational organization supported by business, industry, and individual tax-deductable contributions.

PROGRAM: 1. Nationwide Radio Broadcasts: 15-minute commentary program, "Behind the Headlines," is broadcast five times weekly over the 300 station Mutual Broadcasting System, plus 100 independent stations. 2. Audio-Visual Program: "Two Worlds" reviews U.S. history, our national heritage, the Constitution, as well as the enemies of our system. The program is being placed in high schools across the nation as funds permit. 3. Pamphlets and Brochures: Materials on individual, political, and economic freedom, patriotism, education and the schools, aspects of communism, the advantages of the free enterprise system, etc. 4. Textbook Evaluation Service: More than 650 current and new high school social studies textbooks have been reviewed by a committee of educators. 5. Publishes biweekly newsletter, AMERICA'S FUTURE, for contributors and free to school libraries and college students.

THE ASSOCIATION FOR BUSINESS EDUCATION (ABE)
Suite 352, 1801 Avenue of the Stars, Los Angeles, California 90067
(213) 556-2730

OBJECTIVE: The association's purpose is to find solutions for educating the public on economics and business and to help the public understand the free enterprise system, the nature of our economy, and alternative methods of capital formation.

ORGANIZATION: ABE, a nonprofit foundation, was founded in 1977. Staff: 3. Funded by foundations, corporations, and individuals.

PROGRAM: The association produces a 15-minute TV program, "The Jeanne Palmer Show," syndicated in 16 markets.

The association proposes to produce a series of half-hour television interviews of corporate executives discussing business and the free enterprise system, titled "The Business of People," to be syndicated in 25 major markets. Cost estimated at $50,000 per program. Videotapes of the programs would be furnished to high schools and universities.

THE BROOKINGS INSTITUTION (BI)
1775 Massachusetts Avenue, N.W., Washington, D.C. 20036
(202) 797-6000

OBJECTIVE: The institution's purpose is to bring knowledge to bear on the current and emerging public policy problems facing the American people.

ORGANIZATION: The private, independent, non-partisan, non-profit research, education, and publication organization was founded in 1927 as a result of mergers of the Institute for Government Research (1916), the Institute of Economics (1922), and the Robert Brooking's Graduate School of Economics and Government (1924). Staff: 60 senior fellows and research associates. 1977 budget approximately $7 million. It is financed by foundations, corporations, individuals, and contracted studies.

PROGRAM: Brookings functions as an independent, analytical, and critical research organization, publishing its findings for the public. Its activities include studies of public policy issues at the national level in economics, government, foreign policy, defense policy, and social studies. Advanced study conferences, seminars, roundtables, and other educational activities are carried on for senior executives in government, business, and the professions to increase their understanding of public policy issues and their significance in a democratic society. The Social Science Computer Center is maintained by the institution, and various fellowship and scholar programs are sponsored. The institution does not take positions on policy issues. Publications include: BROOKINGS PAPERS ON ECONOMIC ACTIVITY, three per year; and the quarterly BROOKINGS BULLETIN.

BUSINESS ECONOMICS EDUCATION FOUNDATION (BEEF)
S-298 Griggs, Midway Building, 1821 University Avenue,
St. Paul, Minnesota 55104
(612) 645-5561

OBJECTIVE: The foundation's goal is to provide assistance to secondary schools in promoting economic and business experiences related to classroom activity.

ORGANIZATION: The nonprofit foundation was founded in 1976. Staff: Two. 1977 budget: $50,000. Contributions are received from business, individuals, and foundations.

PROGRAM: BEEF works with principals, teachers, and curriculum committees in developing a localized economic education program and coordinates business experiences with the school curriculum via speakers and seminars. Classroom curricula developed is supported by suggested audio-visual and printed materials and business-industry cooperation. The foundation promotes a student/business intern program.

BUSINESS/EDUCATION ALLIANCE (B/EA)
150 Michigan Avenue, Detroit, Michigan 48226
(313) 964-4000

OBJECTIVE: The alliance provides a channel of communication between business and education in the area of economic and career education.

ORGANIZATION: B/EA, a nonprofit corporation founded in 1950, was formally called the Institute for Economic Education and affiliated with the Detroit Chamber of Commerce in 1974. Staff: 3. Members: 1,000. Funded by business, industry, and foundations. 1977 budget $120,000.

PROGRAM: Programs include: Business Awareness Seminars for teachers and students; information programs on jobs and careers; career information for college educators; economic education seminars and in-service training for teachers and administrators. Publishes a newsletter.

COMMENT: B/EA works with 75 school districts and 15 colleges and universities in Detroit and southeastern Michigan.

THE BUSINESS ROUNDTABLE (BR)
405 Lexington Avenue, New York, New York 10017
(212) 682-6370

OBJECTIVE: "The basic purposes of The Business Roundtable are to provide a forum in which the business leadership of the nation can exchange ideas and develop policy recommendations on major business, economic, and social issues; to foster a higher and more realistic public appreciation of the contributions by business to society; to obtain a better balance in labor-management relations; and to strengthen the voice of business on these problems."

A continuing concern of the Roundtable is to help create a better understanding of the American economic system in the belief that an informed public is necessary to keep that system strong and healthy.

ORGANIZATION: Executive officers of 180 member companies participate actively in Roundtable committees.

The Roundtable works closely with other associations and groups which share its aims. This avoids duplication of effort and encourages optimum use of the resources of the entire business community.

PROGRAMS: Much of the Roundtable activity is conducted by operating committees and task forces organized to deal with urgent challenges currently facing the business community. They develop background papers and policy recommendations on business, economic, and social issues of national concern. These are circulated among Roundtable members, legislators, and the news media to encourage public discussion and constructive resolution of the issues in the national interest. Seminars on improving economic communications with corporate audiences are sponsored.

COMMENT: The Business Roundtable is committed to seeking constructive resolution of the many public policy issues of serious concern to business. It will endeavor through its strong representation in business to inform and advise government officials and the public generally of its conclusions as to the best solutions to these problems.

CATO INSTITUTE (CI)
1700 Montgomery Street, San Francisco, California 94111
(415) 433-4316

OBJECTIVE: The institute is a public policy research foundation dedicated to preserving and extending economic and social freedoms in America.

ORGANIZATION: Founded 1976. Staff: 20. 1977 budget $1.2 million.

PROGRAM: CATO sponsors: research reports, a summer seminar, speakers, high school debates, a student study kit consisting of bibliographies and study guides, book reprints, CATO fellows, Austrian Economic Seminars, "Forum" a five-minute daily syndicated radio program broadcast in 100 markets, occasional television debates on public policy issues, and is working on a half-hour film about civil liberties and economic freedom. CATO Campus Associates coordinate the institute's study projects at major colleges. Seminars and conferences, of interest to the business community, are held periodically. Publishes INQUIRY magazine, biweekly, and CATO JOURNAL, quarterly.

CENTER FOR BUSINESS INFORMATION (CBI)
90 Madison Street, Worcester, Massachusetts 01608
(617) 754-9425

OBJECTIVE: The center "endeavors to define the true meaning of our American Business System of Competitive Enterprise and its importance in the World of Work."

ORGANIZATION: The nonprofit center was founded in 1938 as the Committee on Business Information. Staff: 2. Funding is secured from membership dues of area companies, film distribution, and project fees.

PROGRAM: "Community Dynamics" in Worcester, Massachusetts, dramatizes the internal operations of local business and industry and emphasizes career development potentials. In-service training for Worcester area teachers is provided. College-Business symposiums for Massachusetts groups are sponsored. CBI Film Center is sponsored by Worcester County Business and Industry.

CENTER FOR COMMUNICATION (CC)
Marymount College, Tarrytown, New York 10591
(914) 631-3200

OBJECTIVE: The center builds interchange between the business and academic communities dealing with their mutual problems within the framework of our business civilization.

ORGANIZATION: The Center for Communication (Between the Business and Academic Worlds), founded in 1976, is operated by the college. Staff: 3.

PROGRAM: Center courses include "Corporate Decision Making" and "The Dilemma of Work." Subjects covered are: Current Issues, Ethics and Profit, Business Management and the Arts, and Psychology of Work. The center publishes lecture notes of these courses, and a newsletter. It plans conferences, symposia, and workshops, and acts as a clearing house for communication of the business and academic communities.

COMMENT: The center operates on these beliefs: (1) Free enterprise has enabled America to produce the best economic and social system in history. (2) The system requires constant examination and evaluation for vitality, morality, and endurance. (3) The system can stand on its own, without demeaning apology, but only as it meets openly with all people in society. (4) America's unique contribution to history has been private enterprise and democratic education, and the integral relationship between the two.

CENTER FOR CONSTRUCTIVE ALTERNATIVES (CCA)
Hillsdale College, Hillsdale, Michigan 49242
(517) 437-7341

OBJECTIVE: The center "is devoted to an examination of the principal problems of our time and seeks to offer solutions drawn from the traditional values and liberties of American society. This is based on our belief in the freely-choosing individual, the capacity of the private sector to solve its own problems, and our suspicion that many problems are caused by government intervention."

ORGANIZATION: The center, founded in 1972, is operated as a part of Hillsdale College and is funded by individuals, foundations, and business and industry. 1977 budget approximately $150,000. No government funding.

PROGRAM: The center conducts four week-long seminars during the academic year that examine alternative solutions to the problems of contemporary America. The college conducts a one-week summer Institute in Political Economy and the Ludwig von Mises Lecture Series. Seminars are available on audio cassettes. Selected seminars are published as position papers. Publications include: IMPRIMIS, a monthly journal with a circulation of 37,000.

CENTER FOR ECONOMIC AND CAREER EDUCATION (CECE)
National College of Education
2840 Sheridan Road, Evanston, Illinois 60201
(312) 256-5150

OBJECTIVE: The responsibility of the center is to make economic theory, business practice, and varied career opportunities comprehensible to teachers and through them to students.

ORGANIZATION: The center, established in 1976, is operated by the National College of Education. Staff: Seven. Funded by the college, foundations, and business.

PROGRAM: The center offers instruction and practical assistance to teachers and administrators in understanding and teaching fundamental concepts and activities in economic theory, business practice, and career development. Programs include: 1) Courses in economic and career education for undergraduate students. 2) In-service education for teachers in cooperating schools. 3) Evaluation and development of materials and curricula for precollege and continuing education. 4) Dissemination and advocacy of economic and career education curricula. 5) Outside evaluation of programs by an independent research organization.

CENTER FOR ECONOMIC EDUCATION (CEE)
Mott Academic Center, Olivet College, Olivet, Michigan 49076
(616) 749-7626

OBJECTIVE: The center's objective is "to promote an awareness of economic problems, an understanding of the American economic system, and to aid and encourage teachers to become knowledgeable in economics."

ORGANIZATION: The center was established in 1970 and is operated and funded by Olivet College with a limited number of contributions from business, industry, and individuals. Teacher workshops are supported by business and industry scholarships.

PROGRAM: The center provides in-service workshops for teachers, consisting of a three-week program of economic education for elementary and secondary instructors and administrators, to develop techniques for infusing economics into their curriculum. Some one-day conferences and short courses are conducted for businessmen. The center maintains a library of economic education materials, books, pamphlets, audio-visual materials, and games. Materials are available on a cost-rental basis.

COMMENT: The center is widely known by Michigan's business community for its summer teaching training. About 500 teachers have attended workshops during the past five years.

CENTER FOR EDUCATION AND RESEARCH IN FREE ENTERPRISE (CERFE)
Texas A & M University, College Station, Texas 77843
(713) 845-7723

OBJECTIVE: The center's purpose is to raise economic literacy and increase citizen awareness of the importance of individual freedom to the strength and vitality of our economy.

ORGANIZATION: Founded in 1977, with a staff of eight, the non-profit center is funded by businesses, foundations, and individuals. 1978 budget: $165,000.

PROGRAM: The center's Educational Division trains teachers; develops instructional materials; assists with curriculum development; operates delivery systems to communicate information to various publics; collects, develops, and disseminates educational materials; sponsors conferences, workshops, symposia, lectures, and debates; and alerts the public to economic issues and problems, and helps citizens evaluate proposed solutions within the context of a free enterprise system.

The Research Division analyzes public policy issues; provides basic and applied research for the development of knowledge about economic systems, and written reports in non-technical language for distribution to journalists, government officials, business leaders, and the public.

The center proposes to provide a framework for an instructional development program of economic education; establish in-service teacher training programs of economic education; establish economic information exchange for teachers; evaluate economic education programs in terms of student understanding, and encourage donars to provide funds for new economic education programs.

THE CENTER FOR LIBERTARIAN STUDIES (CLS)
200 Park Avenue, S., Suite 911, New York, New York 10003
(212) 533-6600

OBJECTIVE: The center is committed to research for the refinement and dissemination of libertarian theory, and provides support to young scholars who support libertarian principles.

ORGANIZATION: Founded in 1975. The center is a tax exempt research organization.

PROGRAM: The center sponsors an annual young scholars conference, other academic conferences, a research fellows programs, and an education project. The Frontiers Forum program encourages creative application of free market perspectives to an analysis of contemporary economic, social, and political problems. It offers a series of study packets consisting of books, pamphlets, and bibliographies of the social sciences. Publishes the newsletter, IN PURSUIT OF LIBERTY; AUSTRIAN ECONOMICS NEWSLETTER; and JOURNAL OF LIBERTARIAN STUDIES.

COMMENT: All center activities are directed to provide ideas that will serve as the basis for a society in which each individual has maximum freedom.

CENTER FOR THE STUDY OF AMERICAN BUSINESS (CSAB)
Washington University, Box 1208, St. Louis, Missouri 63130
(314) 889-5630

OBJECTIVE: "The center's basic function is to analyze and investigate the role of the private enterprise system in American society and to deepen the understanding of that role through teaching, research, and publication."

ORGANIZATION: The center was established at Washington University in 1975. Financial support is from foundations, business, and individuals.

PROGRAM: The center studies the American business system, the role of private enterprise in the development of American society, and the relationship between American economy and a free society. It is involved in economic research; publishes reports on public policy and general articles; and sponsors lectures and seminars, both at the university and with public and professional groups, throughout the country. Business executives are invited to discuss topics of current interest with faculty and students. Publications are often reprinted by news media. Copies are furnished to schools, colleges, and libraries on request.

CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS (CSDI)
Box 4068, Santa Barbara, California 93103
(805) 969-3281

OBJECTIVE: The center's purpose is to maintain a free and just society under today's political, economic, social, and technologic conditions.

ORGANIZATION: Founded: 1959. Staff: 27. Headquarters of the Fund for the Republic.

PROGRAM: The center conducts studies and prepares papers on a variety of subjects. Sponsors conferences and seminars. Provides an associates and fellow program. Publications include the bimonthly CENTER MAGAZINE and WORLD ISSUES.

FUND FOR THE REPUBLIC was founded in 1952 to defend and advance the principles of the United States. It is supported by 100,000 members. The fund supports a basic issues program, initiated discussion and study. Materials on corporations, labor union, political parties, communications, media, international relationships, civil liberties, and race relations are covered.

CENTER FOR THE STUDY OF PRIVATE ENTERPRISE (CSPE)
Appalachian State University, Boone, North Carolina 28608
(704) 262-2288

OBJECTIVE: The ce[illegible]'s work is to help reaffirm and promote the ethics and principles of [illegible]rican business.

ORGANIZATION: The center, founded in 1976, is supported by business, industry, and foundations.

PROGRAM: The center provides education programs designed to investigate and create economic literacy about the American economic system. The center holds seminars on private enterprise, economic education, and comparative economic systems; and conferences on higher education and the business community. It develops information for teacher and school administrators and shows then how to integrate economic concepts into school curriculum.

The center plans to provide teachers opportunities to further their knowledge and understanding of private enterprise; provide business leaders opportunities to study the academic views of private enterprise, provide access to public school forums, and confer with educators; allow higher education faculty a forum to critically analyze the private enterprise system and confer with business leaders; institute research in problems facing the economic system; and work with media to gain objectivity in reporting news about the business community.

CENTER FOR THE STUDY OF PRIVATE ENTERPRISE (CSPE)
Graduate School of Business Administration, University of Southern California, Davidson Conference Center, Room 210, Los Angeles, California 90007
(213) 741-7599

OBJECTIVE: The center's purpose is to develop information and educational materials about the private enterprise system, the American business system, and financial institutions.

ORGANIZATION: Founded 1976. The center is a function of the School of Business Administration.

PROGRAM: The center assesses the effectiveness of industry's efforts in overcoming economic illiteracy and assists in strategy formulation and assessment of teaching materials and techniques. It has developed an employee education program consisting of orientation meetings, letters to employees, posters, contests, communications, and surveys.

Activities also include Political Action and Shareholder Information programs.

Center activities are directed toward providing a better understanding of how the private enterprise system works, in order to provide the adult population with basic facts of economic reality. The center works with professionals in business and government. It also sponsors business workshops.

The following groups are also associated with the Graduate School of Business:

The Center for Futures Research conducts research into the fundamental causes and directions of social change and the design of new corporate strategies and policies.

The Center for the Study of Financial Institutions concentrates on areas of capital formation, real estate development, saving and loan associations.

CENTURY III FOUNDATION (CTF)
330 Oak Brook Road, Oak Brook, Illinois 60521
(312) 654-3000

OBJECTIVE: The foundation seeks to help people establish an understanding of what they personally consider key values of a desirable moral valuing standard and to become aware of the high degree of consensus existing on such a standard.

ORGANIZATION: Founded: 1966. Staff: Five. The foundation is nonprofit, nonpolitical, and nonsectarian. Support is contributed by individuals, business, educational organizations, and foundations.

PROGRAM: The primary program of the foundation is education and research in valuing analysis methods and procedures. Valuing analysis is the process whereby, after considering consequences of adequate alternatives for self and others, a desirable valuing structure is identified and combined into reality structure. Moral valuing provides a basis for evaluating the consistency of differing economic, political, social, and religious systems. The quality of the moral valuing consensus of a society is usually reflected in the ideals, customs, morals, philosophies, rights, responsibilities, institutions, and standards with which its members have affective regard and identify. The program assumes a direct correlation between the recognition of a desirable moral valuing standard and the quality of schools, business and industry, government, the economy and life in general.

The foundation sponsors seminar programs for business, education, and community organizations which seeks by logical analysis and interaction to find the common core of valuing for all participants. The logical interrelationship of concepts such as meaning, energy, freedom, accountability, productivity, profit, attitude, property, human rights, etc., are examined.

The foundation is funding and planning a National Moral Valuing Research Study workshop in two school district/communities in each state. Participants will be pre- and post-tested, and the results will be compared to control groups. A national norm moral valuing standard is expected to result from this extensive project.

COMMENT: This is not an economic education program although some aspects of economics are reviewed.

CHAMBER OF COMMERCE OF THE UNITED STATES (CC OF US)
1615 H Street, N.W., Washington, D.C. 20006
(202) 659-6000

OBJECTIVE: The chamber is dedicated to the advancement of human progress through an economic, political, and social system based on individual freedom, incentive, opportunity, and responsibility.

ORGANIZATION: Founded: 1912. Staff: 1,000. The chamber is a national federation of voluntary organizations of business and professional people. Membership includes 3,700 chambers of commerce and trade associations and over 67,000 firms, corporations, and individuals.

The chamber uses the national staff as a catalytic agent to help achieve its educational goals by providing communication tools and techniques for use in grass roots programs for its affiliated local and state chambers, associations, and corporations. State chambers have extensive information about business and educational programs operating within their state.

PROGRAM: The national chamber develops procedures and programs to gather, analyze, and monitor public opinion; evaluate programs; provide recommendations to key publics; and assist members to coordinate their efforts. The chamber develops and makes known to the government and the public the recommendations of the business community on national issues and problems effecting the economy and the future of the country. It trains, equips, and encourages participation in programs for congressional and political action. The chamber sees its role as "spokesman and interpreter for American business."

The chamber's goal in economic education and interpreting business is to improve public confidence in, and support for, business and the enterprise system. Programs include:

The Clearinghouse on Interpreting Business/Economic Education: A referral service and source of information on programs for corporations, chambers of commerce, associations, and organizations.

Economics for Young Americans: This multimedia program is designed to bring a better understanding of our private enterprise system to students in grades 9-12. The two-phase program contains film strips, audio cassettes, teacher's guides, and duplicating activity sheets.

Energy is Your Business: This six-part legislative/educational program explores the energy crisis and contains scripts, audio cassettes, discussion leader's guides, and more than 500 slides.

High-School and College Business Symposiums: A "How-to" guide is provided for setting up dialogue sessions between business leaders, teachers, and student groups.

In addition, over thirty films, slide presentations, and publications about our economic system are available for rent or purchase. "Washington Update" and "Enterprise" programs are available on video cassettes. "Enterprise" appears on cable television systems.

Publications include: NATION'S BUSINESS, monthly; WASHINGTON REPORT, bimonthly; and PUBLIC AFFAIRS REPORT, monthly.

NATIONAL CHAMBER REGIONAL OFFICES

Regional offices assist the business community in economic education, communications, legislative, and political activity.

CHAMBER OF COMMERCE OF THE U.S. 711 Third Avenue New York, New York 10017 (212) 557-9898	NORTHEASTERN OFFICE Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont
CHAMBER OF COMMERCE OF THE U.S. 900 Commerce Drive Oak Brook, Illinois 60521 (312) 986-4830	NORTHERN CENTRAL REGION Illinois, Indiana, Kentucky, Michigan, Ohio
CHAMBER OF COMMERCE OF THE U.S. 6600 France Avenue, South Minneapolis, Minnesota 55435 (612) 925-2400	NORTHWESTERN REGION Iowa, Colorado, Kansas, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Wisconsin, Wyoming
CHAMBER OF COMMERCE OF THE U.S. 62 Perimeter Center East Atlanta, Georgia 30346 (404) 393-0140	SOUTHEASTERN REGION Alabama, District of Columbia, Florida, Georgia, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
CHAMBER OF COMMERCE OF THE U.S. 4835 LBJ Freeway Suite 750 Dallas, Texas 75234 (214) 387-0404	SOUTHWESTERN REGION Arkansas, Louisiana, Missouri, New Mexico, Oklahoma, Texas
CHAMBER OF COMMERCE OF THE U.S. 100 Park Center Plaza Suite 515 San Jose, California 95113 (408) 275-8110	WESTERN REGION Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Utah, Washington

THE CHARLES EDISON MEMORIAL YOUTH FUND (CEMYF)
Suite 770, 5272 River Road, Washington, D.C. 20016
(202) 652-7850

OBJECTIVE: The fund seeks to "promote and support the development of college and university students for the assumption of leadership roles in the community and the nation."

ORGANIZATION: The tax exempt educational foundation was established in 1967 and is managed by a board of directors drawn from academia and business. 1977 budget: Approximately $200,000. It is a nonprofit, charitable, and educational foundation supported by contributions from individuals, corporations, and foundations.

PROGRAM: Fund programs and activities include: (1) Annual Institute on Comparative Political and Economic Systems--a six-week study program for student leaders on the free enterprise system. (2) The Center for American Political Journalism conducts conferences to assist journalism students in understanding the need for objective reporting and appreciating the free enterprise system. (3) Scholarship awards for youth leadership. (4) Campus seminars for selected youth leaders with dialog between academic and business leaders.

COMMITTEE FOR ECONOMIC DEVELOPMENT (CED)
477 Madison Avenue, New York, New York 10022
(212) 688-2063

OBJECTIVE: CED develops objective research, informed discussion findings and recommendations for private and public policy which will contribute to preserving and strengthening our free society.

ORGANIZATION: Founded in 1942, under business sponsorship, CED has a staff of 42. Most of the 200 trustees are board chairmen and presidents of major corporations or university executives. It receives contributions from 3,000 companies. 1976 budget was over $2,000,000.

PROGRAM: The committee, a nonpartisan group of businessmen and scholars, conducts research and formulates policy recommendations on major economic issues in four primary areas: (1) national economic policy, (2) education and urban development, (3) international economics, and (4) corporate and government management improvement. Policy statements are prepared under the direction of subcommittees of trustees and issued by the Research and Policy Committee. Policy forums are held for local businessmen and educators to discuss, research, and recommend economic policy, usually in conjunction with the issuance of a major report. Digests, discussion guides, reports, and other materials are made available to educational institutions and for textbook use. A film about "Inflation" is available. CED annually distributes 300,000 economic educational publications to business leaders, government officials, educators, and the public. CED publications are adapted for text or supplementary use in more than 1,000 college courses.

COMMENT: Through its studies and reports, CED seeks to contribute to full employment, higher living standards, and increasing opportunities for all; to promote economic growth and stability; and to strengthen the concepts and institutions essential to progress in a free society. CED provides a forum for the exchange of ideas and the development of policy on many of the controversial issues of the times. Its reports reflect the best thinking of the business world and infuse a responsible perspective into public dialogue.

THE CONFERENCE BOARD, INC. (CB)
845 Third Avenue, New York, N.Y. 10022
(212) 759-0900

OBJECTIVE: The board, through the development and dissemination of objective information, seeks to improve the quality and effectiveness of business leadership serving the various publics and to create broader understanding of business and economic activity.

ORGANIZATION: The independent, nonprofit, business and economic research educational institution was founded in 1916. Staff: 350. 1977 budget: approximately $12.5 million. Its membership includes more than 4,000 associates: companies, trade associations, educational institutions, government bureaus, libraries, labor unions, colleges, and universities. Divisions: Conferences, Information Service, Research in Economics, International, Management, and Public Affairs.

PROGRAM: The principal activities of the board are (1) to conduct scientific research in the fields of business economics, business management, international developments, and public affairs; (2) to make the results of such research available to firms, educational institutions, government agencies, and the general public; (3) to conduct conferences, seminars, and courses (approximately 150 annually) on matters affecting business and management for business executives and government officials; and (4) to provide information services for its members and the news media.

The board makes some publications available to secondary schools, colleges, universities, and the clergy without cost or at minimum cost. Road Maps of Industry, published twice a month on a wide variety of economic subjects of general interest, is suitable for educational purposes in secondary schools. The board does not sponsor programs on economic education.

Its reports, produced primarily for its membership, have a wide readership in academic, government, and business circles. Publications include: CURRENT ECONOMIC TRENDS, quarterly; WORLD BUSINESS PROSPECTIVES; STATISTICAL BULLETIN, monthly; BUSINESS OUTLOOK; and a monthly magazine, ACROSS THE BOARD.

COMMENT: The board is a fact-finding research institution that publishes studies based on the research and on business, economic, and management experience.

COUNCIL OF BETTER BUSINESS BUREAUS, INCORPORATED (CBBB)
1150 17th Street, N.W., Washington, D.C. 20036
(202) 862-1200

OBJECTIVE: The council is a public-service agency "devoted to the protection of the consuming public, and the vitality of the free-enterprise system through fostering high standards of business responsibility and performance." The council strives to "be a national spokesman for business and in the consumer field, and strengthen consumer education programs."

ORGANIZATION: Created through a merger of the National Better Business Bureau and the Association of Better Business Bureaus in 1970, the CBBB has a membership of 150 affiliated local bureaus, operated autonomously, throughout the country. It is supported by 125,000 business and professional firms in all fields.

PROGRAM: The council's educational and information activities are primarily consumer oriented, using a public service mass media network. Publications and TV/radio messages stress the basic theme of "getting your money's worth through wise purchasing practices." During the year, the council distributed one-million consumer pamphlets on the 50 subjects of consumer interest. NEWS AND VIEWS is published quarterly.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)
1908 Association Drive, Reston, Virginia 22091
(703) 860-5000

OBJECTIVE: DECA's purpose is to develop education in marketing and distribution, and to promote understanding and appreciation for responsible citizenship in our free, competitive, enterprise system.

ORGANIZATION: Founded: 1946. Staff: 20. Nonprofit, nonpolitical, and nonsectarian. 180,000 junior and senior high school and junior college student members, interested in distributive educational studies, participate through the program's 6,000 local school chapters.

PROGRAM: Distributive education clubs are school and student centered. DECA instruction and activity emphasizes a youth program of leadership, citizenship, personal development, and career orientation for students enrolled in distributive education. Distributive education is a program of instruction which teaches marketing, merchandising and management, and related subjects. DECA assists members in the exchange of ideas, materials, and accomplishments. DECA is composed of five divisions: high school, junior college, collegiate, alumni, and professional. Publications include a newsletter, DECA REPORTER, nine/year, and the quarterly THE DECA DISTRIBUTOR.

The American Vocational Associatior and the National Association of Distributive Education Teachers, both located at 1510 H Street, Northwest, Washington, D.C., (202) 737-3722, are among the several groups assisting DECA.

THE ECONOMIC EDUCATION FOUNDATION FOR CLERGY (EEFC)
Suite 603, Solar Building, 1000 16th Street, N.W., Washington, D.C. 20036
(202) 638-1186

OBJECTIVE: "The foundation presents a factual and comprehensive analysis of the American economic system to clergy of all faiths."

ORGANIZATION: The foundation was founded in 1957 as the Clergy Economic Education Foundation. Staff: Three. State Groups: Twenty-one. The foundation's board consists of representatives of agriculture, labor, business, and education. The foundation is a nonprofit educational and charitable organization funded by major companies, trade associations, labor unions, agricultural organizations, and foundations.

PROGRAM: The basic program is a three-or-four day conference on economic education, cosponsored with a college or university or an existing state council on economic education. Selected academic economists present the topics. Talks are followed by response from attending representatives of labor, business, and agriculture who discuss a wide variety of economic principles and timely issues. Sessions are open to questions from the clergy. Since its inception, more than 18,000 priests, rabbis, and ministers have participated in foundation seminars. The initial workshop in an area is organized and financed by the foundation. Subsequently, affiliated state and local groups are organized to fund and sponsor future programs.

COMMENT: The foundation is currently implementing a five-year plan to add 15 new state conferences, increase the clergy attending existing state conferences, and initiate economic programs for the seminary students.

EDUCATIONAL RESEARCH COUNCIL OF AMERICA (ERC)
Rockefeller Building, 614 Superior Avenue West, Cleveland, Ohio 44113
(216) 696-8222

OBJECTIVE: The council seeks to improve education so that every individual can realize his own inherent worth and be able to contribute humanistically, socially, and functionally to the betterment of mankind.

ORGANIZATION: The council, founded in 1959, is an independent, nonprofit research and development center for elementary and secondary education. The council consists of a full-time professional and technical staff, including research and development specialists in subject matter and pedagogy; a corps of scholars serving as consultants; a board of trustees consisting of civic and business leaders; and participating school districts consisting of pupils, parents, teachers, administrators, and school board members. 1978 budget approximately $3.5 million. Funded primarily by foundations and business organizations.

PROGRAM: The council is involved in structuring a balanced curriculum with breadth in all major learning areas. Its Social Studies program involves the development of texts and teacher guides for grades 1 through 12, which incorporate economics as an integral part of the curriculum. Participating school districts in several states serve as functional laboratories for program development. The council works with 10,000 teachers and 250,000 students to test educational materials. The council provides information on all curriculum subjects. Curriculum materials are sold to schools. Publications include CAREER DEVELOPMENT and SOCIAL SCIENCE.

COMMENT: According to the council, it provides leadership for the educational community in finding the solutions to problems of education; to identify the needs of learners; to develop learning experiences; to help schools develop and maintain an effective learning environment; to develop and maintain an organization exemplifying the best principles and practices of professional management.

THE FISHER INSTITUTE (FI)
12810 Hillcrest Road, Dallas, Texas 75230
(214) 233-1041

OBJECTIVE: The institute's purpose is to encourage and facilitate the understanding and teaching of pure theoretical economics so that mankind will understand that it is this section of natural law that governs human affairs.

ORGANIZATION: The independent, nonprofit educational organization, founded in 1977, has a staff of four. 1978 budget approximately $500,000. Supported by business, foundation, and individuals.

PROGRAM: The institute will sponsor research and publication of the theoretical economic aspect of contemporary problems. Emphasis is to be placed on the ability of the free-market system to provide for the conduct of human affairs with efficiency and equity. This research will aid other efforts in behalf of the concepts of the free-market system.

FOUNDATION FOR AMERICAN COMMUNICATIONS (FACS)
Suite 305, 20121 Ventura Boulevard, Woodland Hills, California 91364
(213) 999-6772

OBJECTIVE: The foundation's objective is to develop better understanding between the news media and the business community and thought leaders.

ORGANIZATION: FACS is a nonpartisan, nonpolitcal, tax-exempt, educational organization. 1978 budget is $600,000. FACS is supported by foundations, individuals, and corporations.

PROGRAM: The foundation's programs consist of: 1) Seminars for journalists, business executives, and academicians. 2) News Media Counseling: for other nonprofit groups interested in gaining greater exposure of their research and activities. 3) Film Production: of educational films on the news media. 4) Publishes: RADIO-TV EDITORIAL JOURNAL, six per year.

COMMENT: The foundation is not an economic research organization.

FOUNDATION FOR ECONOMIC EDUCATION, INCORPORATED (FEE)
30 South Broadway, Irvington-On-Hudson, New York 10533
(914) 591-7230

OBJECTIVE: The foundation's objective is "to stimulate a desire for better understanding of the concept of the free market, private property, limited government philosophy, and its moral and spiritual antecedents" as opposed to state interventionism. FEE is for the "study, exploration and promotion of private ownership, free exchange, open competition, and limited government."

ORGANIZATION: Founded: 1946. Members: 50,000. Staff: 40. Non-political, nonprofit organization funded by individuals, companies, and foundations.

PROGRAM: The foundation's program emphasis is on "self-improvement," to get as many individuals as possible to join the search for "right principles," and develop the competence to write and speak about them. The foundation provides material to high school and college debate coaches, holds weekend seminars for college undergraduates, and week-long seminars during the summer for high school and college teachers. It conducts lectures on economics for those requesting speakers. Publishes books and pamphlets and the monthly journal, THE FREEMAN, and NOTES FROM FEE, six per year.

FOUNDATION FOR OREGON RESEARCH AND EDUCATION (FORE)
217 Mohawk Building, 222 Southwest Morrison, Portland, Oregon 97204
(503) 226-1235

OBJECTIVE: The foundation seeks to provide a bridge between business and education, and the research and educational information to assist educators and business people.

ORGANIZATION: Founded 1972. Staff: 4. 1977 contributions of approximately $150,000. Funded by over 350 businesses, foundations, and individuals.

PROGRAM: The foundation works with other economic education organizations to provide summer institutes for teachers about the Role of Business in Society and the American economic system. It sponsors teacher seminars on the Economic Concerns of the Community. It also sponsors Business/Education Roundtable sessions throughout Oregon. FORE researches, studies, and publishes information about the public administration area, its productivity, opportunities for improvement, and recommends the most effective use of funds by various tax supported groups.

FOUNDATION FOR RESEARCH IN ECONOMICS AND EDUCATION (FREE)
Suite 1625, 1100 Glendon Avenue, Los Angeles, California 90024
(213) 478-7735

OBJECTIVE: The foundation's educational goal is to impart knowledge to secondary school students about private enterprise economy functions.

ORGANIZATION: FREE is a tax-exempt, nonprofit organization founded in 1970. 1977 budget approximately $600,000. The foundation's activities are supported by corporations and foundations.

PROGRAM: FREE supports a program of graduate fellowships, research grants, projects and workshops, and teacher training workshops.

FREE has created a series of seven educational films, "The People of Market Street," designed to teach the principles of our competitive market system to secondary school and community college students. The seven films review Scarcity and Planning, Cost, Demand, Supply, Market Clearing Price, Wages and Production, Property Rights and Pollution. Films are distributed by Walt Disney Educational Media Company, 500 South Buena Vista Street, Burbank, California 91521.

A current project focusing on the communications media is "A Research Workshop in Economic Analysis: Information and the Media."

FREEDOMS FOUNDATION AT VALLEY FORGE (FFVF)
Valley Forge, Pennsylvania 19481
(215) 933-9825

OBJECTIVE: The foundation's objective is "to create and build an understanding of the spirit and philosophy of the Constitution and Bill of Rights and of the indivisible political and economic freedoms inherent in them, to inspire the love of freedom, and support the spiritual unity born of the belief that man is a dignified human being." It seeks to contribute to the development of responsible citizenship.

ORGANIZATION: Founded: 1949. Staff: 35. The foundation is a non-political, nonsectarian, nonprofit organization. Membership: 5,300. 1977 budget: approximately $1.0 million. Support is through contributions from foundations, individuals, business, and industry.

PROGRAM: The foundation presents awards to organizations, corporations, schools, teachers, and other individuals in order to reorganize and draw public attention to constructive words and deeds which support America. It suggests solutions to basic problems, contributes to responsible citizenship, and inspires love of country.

It conducts several three-week graduate-level seminars for social studies teachers and school administrators on the topic "Preservation of the Principles of Freedom," in cooperation with several major universities and colleges and the American Bar Association. The foundation conducts teacher workshops, forums, and conferences especially structured for high school youth and adult leadership.

The foundation provides awards of excellence, for courses or projects, in Private Enterprise Education, to high school teachers, professors, and instructors at secondary schools, colleges, and universities; and Awards for Economic Education programs or projects relating to the American private-enterprise system, by individuals, organizations, or corporations.

COMMENTS: Although some of the foundation's activities provide recognition for programs devoted to economic understanding, its primary function is giving awards to organizations and individuals contributing strongly to support the American way of life. It does not conduct an economic education program of its own.

FUND FOR EDUCATION IN ECONOMICS (FEE)
1120 Connecticut Avenue, N.W., Washington, D.C. 20036
(202) 467-6320

OBJECTIVE: The Fund's objective is "to enhance and develop materials and programs for economic education."

ORGANIZATION: The Fund, established in 1925, was originally the Foundation for Education in Economics. A board of trustees, consisting of ten bankers, administers the Fund. Staff support is provided by the executive director of the Education Policy and Development Group of American Banker's Association.

PROGRAM: The Fund provides assistance to organizations which have as their goal the promotion of understanding the American economic system. It also develops films and educational materials for use by teachers, businessmen, bankers, and community groups.

FUTURE BUSINESS LEADERS OF AMERICA-PHI BETA LAMBDA, INC. (FBLA) (PBL)
Post Office Box 17417, Dulles, Washington, D.C. 20041
(703) 860-3334

OBJECTIVE: The purpose of FBLA-PBL is to "assist students in developing vocational competencies and to promote a sense of civic and personal responsibility."

ORGANIZATION: Founded in 1942. FBLA-PBL is a nonprofit student vocational education organization composed of two divisions--FBLA at the high-school level and PBL at the junior college and university level with chapters in all 50 states. Staff: 11. Most of the local chapters are under the supervision of a state chapter, and all work within the framework of the national organization. There are more than 7,000 chartered chapters with over 165,000 members. The 1977 budget was over $400,000. Funds are primarily secured from memberships and leadership conferences. The National Federation of Independent Business provides $5,000 in annual awards.

PROGRAM: Local chapters of FBLA consist of high-school students participating in business and office programs under the guidance of interested and involved business teachers. College-level business students may belong to PBL chapters. Members of the business faculty serve as advisors. Committees composed of school officials, business persons, and other community representatives advise the local groups.

The organizations foster leadership abilities of high-school and college students through conferences, competitive events in business law, organization, management, and public speaking.

Local and state chapters are coordinated by the national organization who handles all membership services. Bulletins; a handbook for instructors, administrators, and advisors; and the members' magazine, TOMORROW'S BUSINESS LEADER, quarterly, are published by the national association, which also coordinates the annual National Leadership Conference and student awards program.

An on-going program, known as "Project Awareness," was instituted in 1976 to involve all members and chapters in an economic education vehicle for making student members more aware of the strengths of the American economic system.

COMMENT: FBLA appears to be a well-organized youth group that is effective in explaining business principles and the American economic system.

THE HERITAGE FOUNDATION (HF)
513 C Street, N.E., Washington, D.C. 20002
(202) 546-4400

OBJECTIVE: Heritage is dedicated to the principles of free enterprise, limited government, individual liberty, and a strong national defense. The foundation seeks to keep American citizens informed on developments that affect their future, and to serve by promoting the free market economic system and the values that elevated our country to world leadership.

ORGANIZATION: Founded: 1973. The foundation is a nonprofit, nonpartisan, educational public policy research organization. Staff: 30. 85,000 supporters nationwide.

PROGRAM: The foundation provides research on public policy, legislation, and issues; produces fact sheets, analyses, and data for legislators, policy-makers, local organizations, news analysts, and the public.

It publishes: Monograph Series--in-depth studies of major policy issues; American Value Series--reprints of outstanding speeches; Issue Bulletins--for quick response and analyses of current policy issues; Backgrounders--fact sheets reviewing legislative issues on policy questions; POLICY REVIEW--a quarterly journal; COMMUNIQUE--a monthly newsletter.

The Resource Bank identifies upcoming public policy issues, alerts interested, cooperating organizations, and secures alternate policy positions, facts, and testimony. The bank publishes the Institution Analysis series.

Heritage monitors education issues and publishes EDUCATION UPDATE, a newsletter about developments and pending legislation in education, for parents, educators, and concerned citizens.

Its Model Citizens program assists local groups monitor elective groups in order to bring government closer, and make it more responsive to its citizens. Monthly seminars on fundamental issues bring representatives of industry, congressional offices, policy-makers, and research organizations together to discuss current policy and issue alternatives.

The foundation sponsors a Washington semester program for college seniors to study American political philosophy, and cooperates with participating universities to involve students in policy study. The foundation supplies speakers and information on free enterprise to college campuses.

HUGH O'BRIEN YOUTH FOUNDATION (HOBY)
10880 Wilshire Boulevard; 16th floor; Los Angeles, California 90024
(213) 879-5252

OBJECTIVE: The foundation seeks to provide opportunities for young people to develop and be recognized for leadership abilities.

ORGANIZATION: The nonprofit foundation was organized in 1958. Staff: 3. Annual budget approximately $225,000. Supported by corporations, foundations, and individuals.

PROGRAM: An annual, week-long, international seminar is held for selected high school sophomores. The National Association of Secondary School Principals endorses the program to high schools throughout the country. All high school sophomores are eligible. One student representative may be selected from each high school. Finalists are selected by independent judges on the basis of the student's leadership abilities as reviewed in their nomination forms. Approximately 120 sophomores are selected to attend the national program, generally at least two students from each state. Prominent people in the arts, business, politics, media, education, and science speak at the seminars. The seminar theme for 1978 and 1979 is "America's Incentive System."

Weekend leadership seminars are currently being coordinated by Jaycee chapters in 17 states prior to the national seminar. When state seminars are held, the state committee selects the state representative to attend the international seminar. The goal is to sponsor seminars in all states by 1985.

INDUSTRIAL INFORMATION INSTITUTE, INCORPORATED (IIII)
6219 Market Street, Youngstown, Ohio 44512
(216) 758-2339

OBJECTIVE: The Institute provides citizens experiences and information to help correct misconceptions about the business system.

ORGANIZATION: Founded: 1947. Staff: 2. 1977 budget approximately $50,000. The institute is supported by approximately 100 industrial and financial concerns.

PROGRAM: Through public, employee communication, and education, the institute's programs are designed to reach citizens in participating communities located in one Pennsylvania and three Ohio counties. Programs include: (1) Graduate Economic Workshops and Seminars for teachers; (2) Radio Series of 15-minute broadcasts for 30 weeks; (3) Profit Report--an annual survey of area industry; (4) Tours for Educators; (5) Audio-visual Library; (6) Filmstrip Tours of local business and industry; (7) Speaker Service for classrooms; (8) Student Economic Affairs Seminar for top high school social studies students; (9) Career Education Conferences assist in career education; (10) Primary and Secondary Economic Curriculum Guide and Instruction; (11) Ecology-Economics teacher's program; and (12) Tours for Clergy.

INDUSTRY EDUCATION COUNCILS OF AMERICA (IECA)
235 Montgomery Street, San Francisco, California 94104
(415) 781-3282

OBJECTIVE: IECA seeks to provide coordination between industry and education in the areas of the world of work and the world of education.

ORGANIZATION: The nonprofit council was founded in 1970 by volunteer industry-oriented individuals and educators.

PROGRAM: The national council goals include: (1) Establishing an information clearinghouse. (2) The formation of local, state, and regional groups to develop and coordinate programs at the local level. (3) The sponsorship of meetings and seminars to stimulate interchange of information on career education.

IECA is currently working with the Office of Education on a model demonstration Career Education Support project in Phoenix, Arizona, in collaboration with the Arizona council. About 500 business organizations are expected to supply resources, including career counseling, evening instruction, classroom speakers, tours, job observation, work experience, and a career training directory. Project cost is estimated at $500,000.

INDUSTRY EDUCATION COUNCIL OF CALIFORNIA (IECC)
Suite 1207, 650 South Spring Street, Los Angeles, California 90014
(213) 628-1014

OBJECTIVE: The council seeks to improve school-to-work career activities through business, industry, and labor participation in education planning and evaluation.

ORGANIZATION: Founded: 1973. 1977 budget over $400,000. Funded by business, industry, labor, foundations, federal and state grants.

PROGRAM: Council programs include: (1) Participation with business, industry, and labor in evaluation of secondary school operations. (2) Assistance to improve business management practices of educational institutions. (3) Assistance in developing vocational education in relation to future jobs and employer needs. (4) Preparation of business, industry, and labor sponsored career and economic instruction materials for students. These materials are designed to show students how competence, work ethic, responsibility, and knowledge of our economic system will help them in their careers. (5) Job matching for college students in cooperative education programs. (6) Expanded business involvement in community based learning.

INSTITUTE FOR CONTEMPORARY STUDIES (ICS)
260 California Street, San Francisco, California 94111
(415) 398-3010

OBJECTIVE: The institute works to encourage informed discussions of public policy.

ORGANIZATION: Founded in 1972 as a nonprofit institute. Staff: 8. 1977 budget approximately $600,000.

PROGRAM: The institute develops and publishes public policy studies for distribution to leaders in government, the media, and universities. It conducts seminars and sells copies of project publications to individuals, groups, and colleges. The institute sponsors a public affairs fellowship program.

The institute is free market oriented, but also deals with other economic issues.

It cosponsored production of an economic education film series with the Foundation for Research in Economics and Education. The seven films, for junior and senior high school students, are available through Walt Disney Educational Media, and include teacher guides and student workbooks.

THE INSTITUTE FOR FREE ENTERPRISE EDUCATION (IFEE)
13601 Preston Road, 400 Carillon Plaza, Suite 413, Dallas, Texas 75240
(214) 424-5888

OBJECTIVE: The purpose of the institute is to foster a better understanding of the free enterprise system and its moral and spiritual foundations.

ORGANIZATION: The tax-exempt institute was founded in 1974. Staff: Two. It is supported by individuals, business, and foundations.

PROGRAM: The institute publishes and markets textbooks, workbooks, pamphlets, audio-visual materials, and other free market-oriented publications. It conducts lectures and seminars for teachers, business, and industry personnel.

Publishes UNDERSTANDING BUSINESS BULLETIN periodically. Books include: "Free Enterprise Economics," "Economics: Principles and Policy," and "How to Succeed in Business."

INSTITUTE FOR HUMANE STUDIES, INC. (IHS)
1177 University Drive, Menlo Park, California 94025
(415) 323-2464

OBJECTIVE: The institute is designed to foster the intellectual capital of liberty and to facilitate its exchange among interested scholars in all fields.

ORGANIZATION: IHS was founded in 1961 as an independent center to promote basic research and advanced study across a broad spectrum of human sciences. The institute is supported entirely by voluntary contributions from individuals, business, and foundations, and by fees for requested services and publications.

PROGRAM: The institute undertakes research and consultation and provides fellowships. Programs include seminars, lectures, symposiums, conferences, and a variety of publications in the fields of law and political theory, economics, social philosophy, history, and education.

COMMENT: The institute is attempting to re-establish the acceptance of the fundamental freedom philosophy in the academic community. Educational material is directed to thought leaders, not the general public.

INSTITUTE FOR PUBLIC AFFAIRS RESEARCH, INC. (IPAR)
Suite 710, 516 Southeast Morrison Street, Portland, Oregon 97214
(503) 233-6581

OBJECTIVE: IPAR was founded to develop a closer relationship between the community and the schools and to help students better understand the economic and governmental processes of their community.

ORGANIZATION: Founded in 1969, IPAR is a nonprofit, nonpartisan, public organization supported by 160 community businesses and foundations.

PROGRAM: IPAR's program is designed to develop community resources for use by teachers, from first grade through college, in their classroom work. It identifies, organizes, and schedules, through a centralized resource center, the people and facilities needed for educator's requirements. It provides orientation and training for community volunteers who can effectively communicate with students, provide input, and participate in classroom activities. Speakers may discuss general current topics or specific materials requested to expand on class studies.

IPAR has secured resources from over 4,000 area firms and agencies. Some 3,900 resource people provide educational support for the teachers and 105,000 area students.

The institute recruits business, agriculture, labor, and government resource people from all segments of the community to supplement teacher input. Resources for teachers may include: speakers, audio-visual and printed matter, field trips, on-site explanations about work at factories or businesses, etc. The scheduling center places teachers in contact with specific resource people, in the area, who can fill their requests.

COMMENT: IPAR's program is not exclusively economic education. However, a major goal is to create an atmosphere of understanding between the schools and the business and industrial community. Originally initiated in the Portland area, the program is available for implementation in other communities.

INTERCOLLEGIATE STUDIES INSTITUTE (ISI)
14 South Bryn Mawr Avenue, Bryn Mawr, Pennsylvania 19010
(215) 525-7510

OBJECTIVE: The institute seeks to provide the academic community the conservative perspective in the intellectual disciplines and to develop an understanding of the ideas of individual liberty, limited government, free enterprise, personal responsibility, and objective morality.

ORGANIZATION: Founded in 1953, the institute has a staff of seven, with 1,000 campus representatives and faculty associates on 800 campuses. The institute is a nonprofit, nonpartisan, educational foundation directed primarily to its 40,000 college student and college faculty members. The 1978 budget is $600,000. Business, foundations, and individuals contribute to its operation.

PROGRAM: The institute's primary programs, directed to college students, professors, and secondary teachers, include: (1) a series of summer institutes which examine issues of continuing importance to the preservation of a free society; (2) The Role of Business in Society Program, for secondary teachers, which discusses the free market system and its relationship to a free society; (3) a Lecture Bureau; (4) fellowships for graduate students who intend to teach; (5) fifty video and audio cassette lectures on the American economic system; and (6) publications: THE ACADEMIC REVIEW, THE POLITICAL SCIENCE REVIEW, CAMPUS REPORT, and THE INTERCOLLEGIATE REVIEW, quarterly, distributed to 40,000 college students and teachers.

THE INTERNATIONAL ASSOCIATION OF STUDENTS IN ECONOMCIS AND BUSINESS MANAGEMENT
Association Internationale des Etudiants en Sciences,
Economiques at Commerciales AIESEC-US.
622 Third Avenue, New York, N.Y. 10017
(212) 687-1905

OBJECTIVE: The association promotes friendly relations between members through student exchange and information on topics of mutual interest.

ORGANIZATION: The nonprofit membership corporation, founded in 1957, has approximately 1,200 members located at 61 college and university chapters in the U.S.

PROGRAM: The international student-managed organization seeks to identify and train, through international management experience, a select group of economics and business students with leadership potential. It sponsors seminars, conferences, study tours, and trainee programs in business and industry.

As part of AIESEC-International, AIESEC-US administers: (1) The Intern Exchange Program, a bilateral exchange of student trainees at member colleges and universities, in cooperation with the other 54 AIESEC member countries. Students join and work for their local chapter to earn an overseas traineeship position. The traineeship is a 2-to-18 month position in a foreign firm in which the student is exposed to the decision-making process. The student might work on a special research project, rotate through departments, or be given functional responsibility within a department. The traineeships may include a summer school program of lectures and on-the-job training. (2) The Leadership Development Program enables students from developing countries to learn new management techniques through their internships in the U.S. (3) Local Student/Business Programs are sponsored throughout the academic year for members to increase the interaction between business people and college and university members. (4) Business Seminars and Panel Discussions focus on an issue of concern to participants and draw from the student, academic, and business sectors. (5) Career Planning Meetings allow business representatives to present their companies and industries to American students on campus and to meet potential employees. (6) The Seminar Study and Training Program in selected U.S. cities combines weekly discussions with the Intern Exchange. (7) The Extension and Consolidation Program sponsors exchange students from developing and developed countries who learn the best managerial techniques to operate the AIESEC program. Publications include LINKLETTER, quarterly, and THE CHRONICLE, six per year.

INTERNATIONAL CENTER FOR ECONOMIC POLICY STUDIES (ICEPS)
20 West 40th Street, New York, New York 10018
(212) 354-4144

OBJECTIVE: The center's objective is to provide analytical publications offering solutions to and improving public understanding of specific economic problems.

ORGANIZATION: Founded: 1977. Nonprofit, nonpartisan. 1978 budget: $250,000. Supported by business, foundations, and individuals.

PROGRAM: The center will research and produce economic studies commissioned through contributing economists and publish pamphlets and books for distribution to university professors, university students, and the general public. Publications will be supplemented by conferences, lectures, broadcast interviews, and debates.

INVEST-IN-AMERICA NATIONAL COUNCIL, INC., (IANC)
906 Architects Building, 117 South 17th St., Philadelphia, Pennsylvania 19103
(215) 568-7311

OBJECTIVE: The council "encourages Americans to invest their ideas, energies, abilities, and their faith in a free society."

ORGANIZATION: The nonprofit council, founded in 1949, has a staff of six. The organization has a board of governors, largely from the financial sector, an advisory board of business representatives, and an advisory committee on economic education representing both educators and business people. Principle funding is from business, industry, and foundations.

PROGRAM: Council programs, based on learning by becoming involved, are addressed to youth, educators, and employees. The council conducts school and college programs to help students and educators better understand the role of saving and investments in the American economy. It sponsors a 16-week course for public school teachers and graduate courses for teachers at Pitt, Villanova, and Duquesne University, and summer teacher's training institutes at 24 other colleges. Approximately 50 colleges are now continuing with the financial economics summer program originally started by the council.

The council uses in-service credit programs, workshops, seminars, institutes, and scholarships for teacher education. Elementary and secondary school teaching materials on economic subjects are provided as well as films, recordings, and speakers. Teacher publications include: "Teaching Economic Competence in the Elementary Schools," "Your Stake in Profits," and "Answers to Your Everyday Money Questions." Tours of business and civic organizations are arranged for students. The council sponsors the annual "Invest-In-America-Week." It publishes the quarterly NEWS.

COMMENT: The council stresses the positive values of the American enterprise system and presents capitalism as a personal system in which everyone plays a part. The council aims to achieve a better understanding of the role of savings, profits, and investments in the continued growth and vitality of the free enterprise economy. It believes in quality, not quantity.

INVEST IN AMERICA NORTHERN CALIFORNIA COUNCIL, INC. (IANCC)
235 Montgomery Street, San Francisco, California 94104 (415) 781-3282

OBJECTIVE: The council emphasizes the role of savings and business profits invested in our economy, and the need to develop a better understanding of economics and our business system.

ORGANIZATION: Founded: 1973. Staff: 2. The council works with 200 participating high schools in northern California and western Nevada. 1977 budget approximately $70,000. Over 500 business, industrial, educational, civic, and government organizations participate in or finance the nonprofit council.

PROGRAM: Each year, a Schools Advisory Committee selects an economic subject theme for the school's youth programs designed to stimulate economic discussion in the classroom. These programs involve: 1) Written economic discussions, 2) Journalism articles published in school newspapers, and 3) Oratorical programs carried out in cooperation with Junior Achievement organizations and the California High School Speech Association. A fourth student project involves press conferences for editors of high-school newspapers with business and civic leaders.

Consumer Economics Forums are held for teachers in cooperation with school systems, universities, and business organizations.

COMMENT: IANCC is not presently connected with the Invest In America National Council, Inc.

JOINT COUNCIL ON ECONOMIC EDUCATION (JCEE)
1212 Avenue of Americas, New York, New York 10036
(212) 582-5150

OBJECTIVE: The goal of the Joint Council is "to reduce economic illiteracy by improving the quality and increasing the quantity of economics taught in schools and colleges by trained teachers, using effective teaching materials." The JCEE attempts to work from within the school system through curriculum change rather than unilaterally from the outside.

The council's guiding principle states: "Every citizen's ability to recognize and objectively analyze economic issues is essential to his own welfare and to national progress." It takes the position that special interests, partisan theories, and group politics have no place in the council's objectives or programs.

ORGANIZATION: The Joint Council on Economic Education, incorporated in 1949, is an independent, nonprofit, nonpartisan, educational organization to encourage, improve, coordinate, and service the economic education movement. Its extensive national network consists of 49 affiliated State and four Area/Regional Councils and more than 165 collegiate Centers for Economic Education. The Joint Council, with continued participation of educators, economists, business, industry, labor and farm representatives has provided leadership as a stimulating and coordinating agency in economic education. Among the organizations affiliated with the JCEE are 11 professional educational associations including: the American Economic Association, the National Education Association, the National Association of Secondary School Principals, the Council of Chief State School Officers, and the Association for Supervision and Curriculum Development. The JCEE maintains cooperative status with 31 national organizations representing major interests in economic education.

The JCEE's national staff of 12 economists and educators provide organization, counseling, and guidance to regional and affiliated state councils. The Joint Council coordinates and acts as a clearinghouse for State Council projects and exchanges information about the materials used and results of state programs developed by the various affiliated councils and university Centers for Economic Education.

The council's annual budget is approximately $850,000 with support coming mainly from major business and industrial companies, foundations, labor unions, and trade associations. In addition, special grants are provided for several specific projects each year.

PROGRAMS: The primary emphasis of JCEE is on elementary and secondary teacher economic education with emphasis on curricula development and revision designed to infuse economic education into schools. Acitivity is carried on at the college level on a more limited scale focusing on undergraduate introductory courses in economics and through the Teacher Training Project (TTP).

A. Some of the School Services Programs include:

1. The DEEP Cooperating Schools Program (CSP) uses the DEEP curriculum change process, which is an outgrowth of the earlier Developmental Economic Education Program. The program's goal is to establish acceptable levels of student economic understanding. The basic program includes:

   a. Contractual agreements between individual school systems and the state council. Emphasizes to school personnel about the importance of economic literacy in the education of students to be responsible citizens, to encourage curriculum development, and to implement economic education in the schools.

   b. Establishes means to help educators teach economic concepts and understandings through in-service training and curriculum development activities.

   c. Develops resources for economic education for use in the local school system from kindergarten through grade 12.

   This is done by revising local school curricula to include economic instruction within existing classroom programs of study. The DEEP Program is currently being conducted in some 400 cooperating school systems with an enrollment of over ten million students.

2. In some schools, the World of Work Economic Education (WOWEE) program for career education and basic economic understanding is being used and evaluated. The program is implemented and administered through a state council and an affiliated college center with a cooperating school. Often local community groups provide funds and resources.

3. "Trade-Offs," a series of 15 TV/film economic education programs for nine-to-eleven year olds, was developed under the auspices of the Agency for Instructional Television, and will be available for schools throughout the country.

B. College and University Programs are carried on at over 165 economic education centers which:

   a. Provide assistance and serve as economic education consultants to teachers and school systems.

   b. Include the Teacher Training Program (TTP) designed to improve teaching ability and teacher preparation of graduate students in economics. In-service college level economic instruction programs for professional teachers are also conducted.

   c. Conduct research, evaluation, validity testing, and curriculum development.

   d. Maintain resource libraries of publications, games and simulations, teaching materials, and audiovisual materials in economic education.

   Centers initiate redevelopment of college introductory economic courses to encourage greater student interest in economics.

JCEE and state councils, in cooperation with affiliated college and university centers, sponsor and provide leaders and speakers for conferences, summer workshops for elementary and high school teachers, teacher's instruction seminars, leadership training, and year around training and consultation. Centers are affiliated with state councils and are funded by state councils and by the universities where they are located.

C. Affiliated Councils Program consists of 49 State Councils on Economic Education, which reflects the national Council's jointness in its overall structure. State Councils, locally controlled and administered, draw on business, educators, labor, and other community representatives for membership and local financial support. Each State Council works with the state department of education, school systems, colleges, and others in its area to develop programs based on local needs and abilities. They serve to focus the attention of school system administrators and school boards on the need to develop curricula to include essential economic concepts, understanding, and terminology. The State Council acts as an economic education information and resource center for all cooperating and participating groups. JCEE initiates curriculum development, testing, and research, which is often delegated to various state councils for implementation and evaluation. This includes experiments with new economic courses and ways to prepare teachers and students, including testing new methods in practical school situations. Some of the State Council's work on special projects is supplemented by business and foundation grants. The JCEE also conducts Awards Programs for the Teaching of Economics and the integration of economics into social sciences.

D. In addition to these three major divisions, the Joint Council is also active in the following areas:

- Curriculum Research and Development consisting of evaluation and development of teaching materials, including publications, audio-visuals, and other teaching aids from various sources, and recommends those most appropriate for classroom use. More than 1,500 research studies have been conducted in instructional materials and methods.

- Provides conference leaders and speakers for workshops and seminars, and consulting services to educators.

- Publishes and distributes materials on economics for teachers and librarians. Provides updated teacher-pupil instructional and resource materials, teaching guides, and bibliographies.

- Publishes the semi-annual JOURNAL OF ECONOMIC EDUCATION for those interested in research and the improvement of economics teaching. Other publications include: PROGRESS IN ECONOMIC EDUCATION, 5/year; SCHOOL SERVICES CURRICULUM PERSPECTIVES, semi-annual; and COLLEGE AND UNIVERSITY NEWSLETTER, 3/year.

- Other economic education programs include: Community College Program, Citizenship Training, Consumer Education, Citizen's Economic Workshop, Clergy Conferences, and Workshops for Journalists. Provides information on Business Education and Education-Business Days, High School and College Town Hall Programs, etc.

COMMENTS: The Business Roundtable recommends the Joint Council on Economic Education to its member companies as follows: "The Council, a nonprofit organization, supported by the business, education, and labor communities is the organization best equipped in its field to reach the objectives we share. Member companies should substantially expand their support for the programs of the Joint Council. The Joint Council appears to be the one national organization which has received widespread recognition for its activities in attempting to improve and increase economic teaching in the schools."

The Joint Council is also similarly recommended by the United States Chamber of Commerce, and AFL-CIO who state, "The Council is the only significant national force for the promotion of economic education and improvement of its quality."

There are admitted differences in effectiveness among programs conducted by the various State Councils, which for the most part depend upon local financing and initiative, especially from the business community. Active personal participation on the part of local council members is regarded as an essential ingredient for success in working with school systems.

In view of the apparent success of its experimental programs, the future potential of more adequately funded efforts should be considered. One such program, according to the American Institute for Research in the Behavioral Sciences, is JCEE's DEEP Program, which received the Institute's designation as an "exemplary educational program with potential future impact." This was one of 20 programs out of 1,000 educational programs of all types studied under a HEW contract, and the only economics program so designated. The DEEP Program has evolved into the Cooperating Schools Program. Economic teaching is required in grades K-12, either through legislation or directive in Alabama, Delaware, Florida, Illinois, Kentucky, Louisiana, Mississippi, North Carolina, New Hampshire, Oklahoma, Oregon, Texas and Utah.

Under the American system of mass education, teachers are in a strategic position to influence the thinking of most future citizens in the United States. Many organizations try to influence teachers on the subject of economics by publishing propaganda materials, which they circulate widely to them. This constitutes, in effect, an outsider trying to influence the profession, and is likely to result at times in alienation of the very audience which the organization is trying to influence.

The Joint Council's method of educating teachers, and the resulting multiplier effect, endeavors to work from within, adapting its methodology to accepted education mores. It has thus succeeded in becoming widely acceptable within educational circles.

AFFILIATED ORGANIZATIONS: American Association of Colleges for Teacher Education, American Association of Collegiate Schools of Business, American Association of Community and Junior Colleges, American Association of School Administrators, American Economic Association and Affiliates, Association for Supervision and Curriculum Development, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Business Education Association, and National Council for the Social Studies.

JOINT COUNCIL ON ECONOMIC EDUCATION

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*As of January 1978

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Nebraska Council on Economic Education	Executive Director: Dr. William Gillies (402) 472-2333	210 College of Business Administration University of Nebraska **Lincoln,** Nebraska 68588
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Center for Economic Education	Director: Prof. Phil Dudley (402) 463-2402	Department of Economics Hastings College **Hastings,** Nebraska 68901
NEVADA		
Nevada Council on Economic Education	Chairman: Mr. Neil W. Plath (702) 789-4211	President Sierra Pacific Power Company P.O. Box 10100 **Reno,** Nevada 89510
Center for Economic Education	Director: Mrs. Barbara A. Schick (702) 739-3618	University of Nevada, Las Vegas **Las Vegas,** Nevada 89154
Center for Economic Education	Director: Prof. Louis Rittschof (702) 784-4912	College of Business Administration University of Nevada, Reno **Reno,** Nevada 89507
NEW HAMPSHIRE		
New Hampshire Council on Economic Education	Secretary: Prof. (Emer.) Carroll M. Degler (603) 862-1983	Whittemore School of Business and Economics University of New Hampshire **Durham,** New Hampshire 03824
	Program Co-chairman: Mr. Carter P. Hart, Jr. (603) 271-3609	Consultant, Social Studies Education State of New Hampshire Department of Education Division of Instruction 64 N. Main Street **Concord,** New Hampshire 03301
NEW JERSEY		
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Center for Economic Education	Director: Mr. William J. Meisner (201) 547-3228	Jersey City State College **Jersey City,** New Jersey 07305
NEW MEXICO		
New Mexico Council on Economic Education	Executive Director: Mrs. Melissa Patterson (505) 277-4034	Field Office—ISRAD Building The University of New Mexico **Albuquerque,** New Mexico 87131
NEW YORK		
New York State Council on Economic Education	Executive Director: Prof. John Youngers (716) 245-5260	Department of Economics and Management Science State University College **Geneseo,** New York 14454
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Center for Economic Education	Director: Dr. Kenneth Gagala (607) 256-1000	Cornell University New York State School of Industrial & Labor Relations P.O. Box 1000 **Ithaca,** New York 14853
New York City Council on Economic Education	Executive Director: Dr. Albert Alexander (212) 374-1244	150 Nassau St., Room 1400 **New York,** New York 10038
Center for Economic Education	Contact: Dr. W. Gabriel Carras (212) 598-2785	Chairman Department of Social Science Education 637 East Building New York University Washington Square **New York,** New York 10003
Economic Education Council of Northern New York	Executive Director: Dr. Francis R. Bethlen (518) 564-3184	Faculty Office Building, Room 207 State University of New York College of Arts and Sciences **Plattsburgh,** New York 12901
Genesee Region Council on Economic Education	Executive Director: Prof. David A. Martin (716) 245-5367	Chairman Department of Economics and Management Science State University College **Geneseo,** New York 14454
Hudson Valley Council on Economic Education	Chairwoman: Ms. Anna May Filor (914) 471-4500	Dutchess Community College Pendell Road **Poughkeepsie,** New York 12601
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Center for Economic Education	Director: Dr. Lyle R. Fogel (701) 838-6101 Ext. 229	Dakota Hall - 123 Minot State College **Minot,** North Dakota 58701
OHIO		
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Center for Economic Education	Director: Prof. Stanley P. Mengel (216) 375-7762	Carroll Hall University of Akron **Akron,** Ohio 44325
Center for Economic Education	Director: Mr. John Fraas (419) 289-5132	Ashland College **Ashland,** Ohio 44805
Center for Economic Education	Director: Dr. Steven J. Weiss (419) 537-4153	Department of Economics University of Toledo **Toledo,** Ohio 43606
Department of Economic Education	Chairman: Dr. Roman Warmke (614) 594-5546	Ohio University Copeland Hall **Athens,** Ohio 45701
Economic Education National Awards Program Depository	Contact: Mr. Larry R. Dale (614) 594-8901	Vernon R. Alden Library Ohio University **Athens,** Ohio 45701
Cleveland Center for Economic Education	Director: Dr. Walter A. Verdon (216) 491-4385	School of Business John Carroll University **University Heights,** Ohio 44118
Center for Economic Education	Director: Dr. Norman S. Anon (513) 873-2337	Wright State University Colonel Glenn Highway **Dayton,** Ohio 45431
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OKLAHOMA		
Oklahoma Council on Economic Education	Executive Vice President Dr. Clayton Millington (405) 624-5204	College of Business Administration Oklahoma State University **Stillwater,** Oklahoma 74074
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Center for Economic Education	Director: Prof. Michael Oldfather (605) 336-5308	Augustana College **Sioux Falls,** South Dakota 57102
Center for Economic Education	Director: Dr. William E. Kamps (605) 688-4141	Economics Department College of Agriculture and Biological Science South Dakota State University **Brookings,** South Dakota 57006
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Center for Economic Education	Director: Dr. Lewis Karstensson (817) 788-2098	Address same as above

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Center for Economic Education	Director: Dr. Wayne Clark (801) 374-1211 Ext. 2504	415 Knight 2 Mangum Hall West Brigham Young University **Provo,** Utah 84602
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Oklahoma Council on Economic Education
College of Business Administration
Oklahoma State University
Stillwater, Oklahoma 74074
(405) 624-5204

JUNIOR ACHIEVEMENT, INCORPORATED (JA)
550 Summer Street, Stamford, Connecticut 06901
(202) 359-2970

OBJECTIVE: Junior Achievement guides young people in a practical business experience, provides management skills, develops leadership, demonstrates sound economic and business principles, and helps evaluate careers.

ORGANIZATION: Founded in 1919, JA has a staff of 65 with five regional offices assisting 246 autonomous, franchised operations which conduct programs in all 50 states. 1977 budget: over $2 million. JA is funded by corporate contributions. About 90,000 firms participate with contributions and volunteer involvement.

PROGRAM: Junior Achievement, for high school students, is a nationwide educational program that teaches students the principles of the private enterprise system by helping them run their own miniature business. Members form companies, sell stock, elect officers, buy raw materials, and produce a product. Under the guidance of adult volunteer advisors, members use their two-hour weekly company meetings for manufacturing, marketing, and bookkeeping. The program provides members practical business experience and knowledge of applied economics. In 1977-78--200,000 members operated 8,000 mini-companies.

Applied Management, for college students, is a program of practical and theoretical business and economic educational activities. Many business majors receive college credit for their participation as JA advisors. Six hundred college students participate at 32 colleges.

Project Business, for junior high school students, is a flexible economic education program which fits into existing school curricula. The one-semester program operates through a business person working with a teacher one class period each week. Topics include: Economics, The American Economy, Money and Banking, The Market System, Financial Statements, Choosing a Career, and Consumerism. A class discussion, led by the business consultant, field trips to various businesses, and career exploration activities support each topic. About 66,000 students in 75 cities participate in this program.

Economic Awareness, for the general public, consists of programs of practical assistance designed to make business and economic education information available to students, teachers, and young working people who are not connected with JA. Sixteen thousand students and adults are enrolled in the program in 28 cities.

Job Education, for inner-city students, provides part-time jobs for students unable to find summer employment. Workers earn the minimum wage, elect officers, and make company rules. The program demonstrates the practical application of business training and instruction and prepares participants for the business world.

Publication: DATELINE, 5/years.

LAW AND ECONOMICS CENTER (LEC)
School of Law, University of Miami, Post Office Box 248000, Coral Gables, Florida 33124
(305) 284-6174

OBJECTIVE: The center's "objective is to bring market economic principles into public policy decision making as a means of strengthening the foundations essential to a free society."

ORGANIZATION: The tax-exempt center was established in 1974 as an integral part of the University of Miami. Staff: 24. 1977 budget approximately $1.5 million. Supported by the university, corporations, and foundations.

PROGRAM: The center has a three-year graduate program in law for economists; fosters research projects that bring economic analysis to bear on specific legal and related policy issues; uses an academic staff of lawyers and economists to research, sponsor, and teach at interdisciplinary conferences; conducts Economic Institutes for law professors, government officials, and Federal judges, Legal Institute for Economists, and the Liberty Fund Law, and Economic Seminar series. The center produced 20 half-hour TV programs in 1977: "America" The Super Market," available on video cassettes.

LINCOLN EDUCATION FOUNDATION (LEF)
51 East 42nd Street, New York, New York 10017
(212) 697-2236

OBJECTIVE: "To encourage the study of business and industry's contribution to American growth and progress, creating here, under freedom, the world's most productive and most individually rewarding system."

ORGANIZATION: Founded in 1951 the Foundation has a membership of 300. A national education-industry advisory council includes academicians and business executives. Funding is from individuals, corporations, and small foundations.

PROGRAM: The Foundation's program encourages college courses in business history. Contact is maintained with 500 deans of graduate schools of business administration. The Foundation has a large library of business history books and provides starter sets to colleges wishing to teach business history courses. It offers three annual fellowships of business history.

THE NATIONAL ALLIANCE OF BUSINESSMEN (NAB)
1730 K Street, N.W., Washington, D.C. 20006
(202) 254-7146

OBJECTIVE: NAB is a partnership of business, labor, government, and education working to secure jobs for the disadvantaged, needy youth, veterans, and ex-offenders.

ORGANIZATION: NAB was founded in 1968. Staff: 280, plus over 5,000 loaned executives working in ten regional offices and 130 branch alliance offices in major metropolitan cities. Funded by business and industry and by grants from the U.S. Department of Labor.

PROGRAM: NAB youth programs consist of four components:

The Youth Motivation Task Force, directed to high-school and college students, conducted in 55 cities and involving 830,000 students, demonstrates to students the value of remaining in school to prepare for career goals of their choice.

Career Guidance Institutes, often supported by local chambers of commerce, helps school systems and educators achieve better career counseling and an understanding of local employment opportunities in order to prepare young people for productive careers. Approximately 80 educator institutes are held each year.

College/Industry Relations, develops the College Cluster program which involves industry and leading universities in a joint effort with minority and developing colleges to improve curricula, administration, and career guidance of undergraduates.

Youth Exploration Employment program, develops job opportunities for disadvantaged students. NAB and the AFL-CIO Human Resources Development Institute are the national sponsors. Local programs are run by businesses, labor organizations, nonprofit groups, and business associations.

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION (NAIEC)
235 Hendricks Boulevard, Buffalo, New York 14226
(716) 278-5760

OBJECTIVE: The association's purpose is to promote increased levels of industry-education cooperation and to improve the quality of educational programs at all levels.

ORGANIZATION: Originally established as the Business-Education-Industry section of the National Science Teachers Association, NAIEC became an independent organization in 1964. In 1972, it merged with the National Community Resources Workshop Association. Approximately 20 local Industry-Education Councils in six states are operational with 500 members from education, business, industry, government, agriculture, and labor.

PROGRAM: The association conducts staff development programs for teachers, administrators, and guidance personnel. NAIEC assists members by defining research, providing teaching materials, and advising on cooperative projects. It sponsors Regional Conferences on Education/Work dealing with curriculum development on career and economic education, job placement, career guidance, educational management, educational materials, and work experience projects. Community Resources Workshops provide teachers with the means to analyze community resources for use within the classrooms.

NAIEC presents annual awards for business and education projects that aid school or school programs. It publishes materials on how to establish industry-education councils and how to conduct community resources workshops. Publishes newsletter, six per year.

NATIONAL ASSOCIATION OF LIFE UNDERWRITERS (NALU)
1922 F Street, N.W., Washington, D.C. 20006
(202) 331-6000

OBJECTIVE: The association's objectives are to support and maintain the principles of life and health insurance; to promote high ethical standards; to inform the public and render community service. NALU has a continuing interest in consumer education in the area of family finance and money management.

ORGANIZATION: The association was founded in 1890 and has a staff of 85. It consists of 135,000 agents, general agents, and management members who belong to 965 local life insurance associations.

PROGRAM: The association sponsors educational and public service programs. The Education Committee encourages state and local associations to sponsor adult classes in family finance and money management as part of its consumer education program and provides guidelines to members for this purpose. It encourages use of materials such as Family Financial Education for Adults, an 80-page comprehensive outline on organizational conduct of a 12-week course in family finance and money management. NALU provides its education chairmen sample copies of impartial teaching aids about life and health insurance prepared by educator experts. Four school family finance units are available for home economics, social studies, business education, and mathematics classes. Each year thousands of copies of the teaching materials described in the American Council of Life Insurance Catalogue of Teaching Aids are distributed to high school teachers and students. A speaker's bureau is maintained by affiliate member state and local associations. Publications include: LIFE ASSOCIATION NEWS, monthly; and EDUCATION NEWSLETTER, bi-monthly.

NATIONAL ASSOCIATION OF MANUFACTURERS (NAM)
1776 F Street, Washington, D. C. 20006
(202) 331-3700

OBJECTIVE: One of NAM's stated purposes is "to help create understanding of how the American free competitive enterprise system works for the benefit of every individual and to support the principles that encourage individual freedom and develop sound programs for the advancement of economic well-being and social progress of the American people."

ORGANIZATION: Founded: 1895. Members: 13,000. Staff: 250. Seven geographic divisions with public affairs' representatives who work with member firms urging them to express their views on specific legislation. Affiliated with 385 state, trade, and industrial relations associations through the National Industrial Council.

PROGRAM: As a major industry association, NAM establishes official policy positions on national issues of importance to its members, and communicates these positions through a variety of programs. NAM places major importance on communicating to Congress, the executive branch, and regulatory agencies on specific issues which affect private enterprise. The association represents industry's views on national problems and issues.

While many of its communications have an economic content, the association does not conduct a concerted economic education program as such. It has, however, developed materials for use in schools and with adult audiences, making them available through regional offices, member firms, and direct mail requests. These include the "American Economy," a series of three units with four sound filmstrips comprising each unit. They were developed by NAM and are marketed by McGraw-Hill. "America's Competitive Enterprise System," designed for junior high school through adult, is a 15-minute sound-slide presentation. Various booklets and reprints by prominent authors are made available, including the updated Economic Facts booklet. Also, reports and bulletins on economic problems are published. Monthly publications: ENTERPRISE and; SERVICE FOR COMPANY COMMUNICATORS.

NAM's Foundation for Economic Freedom was incorporated in 1976. The foundation's objective is to create and implement programs to build better public understanding of the American economy and its benefits, and to develop greater support for preserving the private-enterprise system and strengthening its contributions to the nation.

Four program segments will be undertaken: (1) Economic reporting workshops to be conducted at participating universities and colleges offering journalism training. (2) Development of a textbook on Reporting Business/Economic Affairs. (3) One-day "Editors Workshops on Business and Economic Issues" held in major cities. (4) "Washington Policy Workshops" two-day seminars for reporters on economic policy briefing and government interviews.

NATIONAL BUREAU OF ECONOMIC RESEARCH, INC. (NBER)
261 Madison Avenue, New York, New York 10016
(212) 682-3190

OBJECTIVE: The bureau's objective is "to investigate, research, and present to the public important economic facts and their interpretation in a scientific and impartial manner."

ORGANIZATION: The bureau was founded in 1920 as a private, nonprofit, and impartial research center. Staff of more than 100 economists and statiticians are engaged in the analysis of economic, social, and industrial problems. Research centers are located in New York City; Cambridge, Ma.; Palo Alto, Ca.; and Washington, D.C. The bureau is governed by a board of 50 directors from business and academic life who are representative of industry, labor, banking, accounting, finance, and statistical organizations. The 1977 budget of approximately $7.5 million was used for research, conferences, publications, and related activities. Corporate support is over $4,000,000 annually.

PROGRAM: The bureau, through its cooperative effort with governments, universities, learned societies, and individuals, has a four-part program consisting of Publications, Conferences, Assisting Policymakers, and providing Statistical Data. Five hundred books, monographs, and articles have been published. Continuing conferences in five areas of economic interest are sponsored. Government and private policymakers are provided unbiased information and reports on all types of economic matters, and specific economic surveys and studies are undertaken. Quarterly surveys of specific economic indices and data are provided and continually updated. The bureau conducts research in economic growth and fluctuations, productivity, employment, price levels, national income, public finance, financial institutions, money, urban, regional economic problems, human resources, social institutions, industrial organizations, econometrics, computer techniques, and measurement methods for economic and social performances. The bureau provided economic consultation for the Joint Council on Economic Education. Publications include EXPLORATIONS IN ECONOMIC RESEARCH, quarterly.

COMMENT: Bureau work is generally for students at the graduate school level or above. Economic education materials are not supplied to students or teachers.

NATIONAL CONSUMER FINANCE ASSOCIATION (NCFA)
1000 16th Street, N.W., Washington, D.C. 20036
(202) 638-1340

OBJECTIVE: The association's objective is to encourage the business of financing individuals and families for necessary and useful purposes, at reasonable charges, to promote education and understanding about constructive use of consumer credit.

ORGANIZATION: The association, founded in 1916, has a staff of 30 with 52 state groups representing 1,100 corporate and 18,000 office member companies.

PROGRAM: The association has a personnel training program which contributes to better employee understanding of the industry and how it serves the consumer. The Consumer Credit Institute, a division, offers money management guidance and budgeting information to consumers via the mass media. The association provides educational materials to schools, the military, community groups, and the clergy, to stimulate discussion on credit and money management. Publications include: FINANCE FACTS YEARBOOK, annually; FINANCE FACTS, monthly newsletter; CREDIT, bimonthly; and two weekly newsletters, CREDIT WEEK and THE RECORD.

COMMENT: The association is "based on the conviction that an industry's work force is its most important public, informed employees are an industry's most effective public relations ambassadors, and informed employees are better employees."

NATIONAL COORDINATING COUNCIL FOR CONSTRUCTIVE ACTION (NCCCA)
13025 East Bailey Street, Whittier, California 90601
(213) 698-0141

OBJECTIVE: NCCCA works as a voluntary group toward preserving individual liberty, private property, the competitive enterprise system, and to promote the reestablishment of the U.S.A. as a free-enterprise republic.

ORGANIZATION: Members are community leaders from business, industry, education, religion, and the professions who coordinate the efforts of organizations and individuals working toward "true freedom."

PROGRAM: The council's functions are advisory, correlational, and informational. It develops and maintains a list of individuals and groups who promote individual liberty, responsibility, free enterprise, and limited constitutional government. The council conducts two-day seminars on free-enterprise topics.

COMMENT: The council does not seek publicity. It is not involved in any legislative or political action.

NATIONAL DIVIDEND FOUNDATION (NDF)
10435 Ironwood Road, Palm Beach Gardens, Florida 33410
(305) 622-3336

OBJECTIVE: The foundation is devoted to the study, research, and analysis of the federal corporate tax structure and proposals which would affect the American economic system.

ORGANIZATION: The nonprofit, private, educational and research foundation has a staff of five.

PROGRAM: A principle research project is the National Dividend Plan designed to revitalize American enterprise by encouraging participation in, understanding of, and support for a private, competitive economic system.

The foundation also researches and analyzes federal tax laws, the welfare of society, and the role of government in society. It participates in economic seminars and on radio and TV talk shows. Publications, films, and cassettes are distributed to the public. It publishes a bimonthly newsletter.

NATIONAL EDUCATION PROGRAM, INCORPORATED (NEP)
American Heritage Center, Harding College, Searcy, Arkansas 72143
(501) 268-2420

OBJECTIVE: NEP's purpose "is to bring about a better public understanding of the American way of life for the continuation of the American system and individual freedom, and the economic opportunity it provides for all." "It emphasizes the importance of our faith in God, the value of constitutional government, and freedom of opportunity under a private enterprise economy." Featuring a strong commitment to the American way of life and the free enterprise system, NEP combines a practical approach with economic exposition.

ORGANIZATION: NEP was launched in 1942 as a division of Harding College, but was independently chartered in 1954. Financing is provided through individual and company contributions.

PROGRAM: NEP personnel prepare weekly editorial columns for use by 1,500 newspapers, journals, and industrial employee publications; motion pictures, filmstrips, and cartoon motion pictures for television; and various school materials. Program elements include publication of leaflets and school study outline guides. A new group of five economic mini-courses consisting of cassettes, teacher's manuals, and student workbooks can be purchased for classroom use. They consist of: (1) Declaration of Independence, (2) U.S. Constitution, (3) Private Enterprise, (4) The Function of Prices, and (5) Corporate Profits and You. Sponsors Freedom Forums dealing with aspects of economic education for management personnel and annual youth forums in fourteen southern and midwestern states. Maintains speakers bureau and facilities for business, industrial, and educational conferences. Presents "Behind the News," a 15-minute weekly radio program over 120 stations located in 38 states. Publications: LISTEN AMERICANS, weekly; LOOKING AHEAD, weekly; and NATIONAL EDUCATIONAL PROGRAM LETTER, monthly, sent to 50,000 thought leaders.

COMMENT: At present the program appears to be most influential in the South, Southwest, and North Central areas.

NATIONAL FEDERATION OF INDEPENDENT BUSINESS (NFIB)
150 West 20th Avenue, San Mateo, California 94403
(415) 341-7441

OBJECTIVE: The federation's purpose is to promote and protect our free enterprise system with equal rights for all.

ORGANIZATION: The federation, founded in 1943, has a membership of 525,000 independent business and professional people. Staff: 500.

PROGRAM: The NFIB presents opinions of small businesses to state and national legislative bodies and maintains a Washington legislative staff. The federation maintains contact with media on small business issues.

NFIB sponsors an essay contest for high-school and college students. It makes available a sound cassette and filmstrip program, "Enterprise," for use in grades 4-9, produced by National Schools Committee for Economic Education. NFIB mails its PUBLIC POLICY DISCUSSION essays to 22,000 social studies and business education teachers and 7,500 Junior Achievement companies. POLICY DEBATES, a series of short policy papers, is mailed to high-school and community college social studies teachers. It supplies special mailings, posters, and publications to school teachers and supports various Future Business Leaders of America and Junior Achievement projects. Publishes press releases; the quarterly newsletter, NFIB FORUM; and quarterly economic report, NFIB MANDATE.

NATIONAL FOUNDATION FOR CONSUMER CREDIT (NFCC)
1819 H Street, N.W., Suite 510, Washington, D.C. 20006
(202) 223-2040

OBJECTIVE: The foundation seeks "to foster a better understanding of consumer credit through sound programs of education, research, and counseling."

ORGANIZATION: Founded: 1942. Staff: 5. Sponsored by over 1,000 members consisting of manufacturers, wholesalers, retailers, banking and financial institutions, and insurance companies interested in consumer financing facilities. There are 200 consumer credit counseling service groups located in the U.S. Approximate budget for 1978 is $170,000. The foundation is a nonprofit organization whose income is secured primarily from dues, with additional funds from workshops, publications, meetings, and contributions.

PROGRAMS: The foundation's educational program provides "Using Our Credit Intelligently," a classroom teaching unit, and other pamphlets about consumer credit, to schools and colleges at cost. It sponsors high school teacher's workshops.

NFCC conducts economic research, analyzing the effect of consumer credit on families, communities, production of goods and services, jobs in industry, business cycles, and the national economy.

It publishes monographs, plans, and working suggestions for local counseling service organizations and sponsors state and national conferences on consumer credit. Publishes quarterly newsletter: MEMBER'S BULLETIN.

NATIONAL MANAGEMENT ASSOCIATION (NMA)
2210 Arbor Boulevard, Dayton, Ohio 45439
(513) 294-0431

OBJECTIVE: The association is dedicated to develop and recognize management as a profession and to promote the free enterprise system.

ORGANIZATION: The association was founded in 1925, has a staff of 27, five regional groups, 250 local groups, and 55,000 members. Members come from supervisory and middle management of business and industry.

PROGRAM: The association prepares chapter programs on basic management, policy and practice, communications, human behavior, industrial relations, economics, political education, and liberal education. NMA member programs include: awards, career counciling clinics, workshops, seminars, institutes, conferences, speakers service, film library, and community programs. NMA sponsors an aggressive American enterprise program through member chapters. Publishes MANAGE, six per year, and NMA NEWS, a bi-monthly newsletter.

NATIONAL SCHOOLS COMMITTEE FOR ECONOMIC EDUCATION, INCORPORATED (NSCEE)
143 Sound Beach Avenue, Old Greenwich, Connecticut 06870
(203) 637-4548

OBJECTIVE: The foundation is dedicated to "teaching the principles and values of freedom and enterprise and seeks to research, develop, and disseminate teaching materials on the basic principles, values, and concepts of the private enterprise system and to extend this understanding and knowledge to young people and adults with emphasis on school teachers and children in grades 1 through 9."

ORGANIZATION: Established in 1953 by the American Economic Foundation to serve as its school arm, the National Schools Committee was incorporated independently in 1964. An 11-member board of directors, composed of educators, is responsible for research and development of programs and materials. Guidance is provided by 27 advisory trustees, mostly businessmen. Its membership, in 45 states, consists of 525 teachers, instructors, professors, supervisors, and administrators at all levels of education, starting with kindergarten. Materials are developed and reviewed by curriculum and evaluation committee specialists. An annual budget of over $150,000 is provided by business, foundations, and individual tax deductable contributions.

PROGRAM: Program emphasis is threefold: 1) research on methods for promoting and improving economics teaching; 2) development of simplified economics manuals, teacher's guides, filmstrips, cassettes, films, charts, texts, and other teaching aids; 3) seminars, conferences, and lectures for teachers to inform them of the existence of materials which could aid them in teaching economic principles articulated into existing curriculum.

Principle program vehicles consisting of films, filmstrips, posters, circulars, and guides are available: 1) Wheel of Economic Progress, a summary of basic economic principles; 2) three teaching guides, Principles We Live By; and The Many Faces of Freedom, for junior high school teachers, and Introducing the World of Work, a guide for teachers, grade 1-6; 3) The American Way, an audio-visual kit introducing basic concepts of the American enterprise system, grades 4-9.

Primary emphasis is on school teachers and children in grades 1 through 9. The committee provides annual awards, Certificate for Outstanding Service, to selected educators.

COMMENTS: NSCEE holds its annual meetings during conventions of the American Association of School Administrators, a factor which lends visibility to its activities. The committee's major activity is distribution of materials, about 20 per cent in direct sales to schools, the balance being financed by local business organizations.

NATIONAL TAXPAYERS UNION (NTU)
325 Pennsylvania Avenue, S.E., Washington, D.C. 20003
(202) 546-2085

OBJECTIVE: The union's purpose is to cut all types of personal and business taxes without reducing essential services.

ORGANIZATION: NTU is a nonprofit research organization affiliated with numerous local taxpayer's groups. Founded: 1969. Staff: 12. 1978 budget $700,000. Funded by 47,000 members from business, foundations, and individuals.

PROGRAM: NTU investigates government programs and agencies to uncover waste and inefficiency and directs its lobbying efforts toward eliminating wasteful expenditures. Publishes the monthly newsletter DOLLARS & SENSE.

NTU's Local Government Center is located in Santa Barbara, California.

OFFICE EDUCATION ASSOCIATION (OEA)
1120 Morse Road, Columbus, Ohio 43229
(614) 888-5776

OBJECTIVE: The association's objective is "to develop leadership abilities, generate interest in the American business system, and the classroom educational experience."

ORGANIZATION: Founded: 1966. Staff: Six. Members: 70,000 high school and post secondary vocational office education students, affiliated through 20 state associations supporting office occupation education. Supported by business and industry.

PROGRAM: OEA sponsors occupational competitive events with awards for leadership competence. Publishes ADVISOR'S NEWSLETTER, nine per year; STUDENT MAGAZINE, and OEA COMMUNIQUE, quarterly.

PEABODY CENTER ON ECONOMIC AND SOCIAL STUDIES EDUCATION (PCESSE)
Box 320, Nashville, Tennessee 37203
(615) 327-8350

OBJECTIVE: The center seeks to design, develop, improve, implement, and test methods of economic and social studies education instruction for teachers and school systems.

ORGANIZATION: Founded in 1977, the center operates as a component of the George Peabody College for Teachers, with its own board of advisors, which includes economists, educators, and business leaders. The center's endowment is funded by foundations, business, and individuals. 1977 budget: $80,000.

PROGRAM: The center conducts special graduate programs, institutes, workshops, and seminars for schools and teachers of economics and other areas of social studies. It provides a service to school systems to train teachers and assist schools in the improvement of economic education instruction for students. It develops and tests model approaches for improved instruction and provides teacher consultation and teaching materials and resources. Specific programs include: Needs Assessment, Economic Quotient Raising Seminars, Economic Literacy, Towards Economic Literacy, Business Leader Conference, and Forward with the Basics. The center works with schools, curriculum, and the community as an entire system which has responsibility for the economical and social skills of today's citizens.

A PRESIDENTIAL CLASSROOM FOR YOUNG AMERICANS (PCYA)
Post Office Box 19084, Washington, D.C. 20035
(202) 638-2234

OBJECTIVE: PCYA seeks to expose student leaders and honor students to the dynamics of federal government and policy making.

ORGANIZATION: The private, nonprofit organization, founded in 1968, has a staff of 12. 1977 budget $600,000. Funded by business, foundations, and individuals.

PROGRAM: Some 2,400 high-school juniors and seniors meet for a week-long Washington study program. Members of executive, military, foreign relations, judicial, and congressional branches of government, news media, business, industry, and labor address the students at small, individual class sessions during the six weekly seminars.

A PCYA tuition program, "The Federal Forum," provides a nonpartisan symposium for firsthand study of the structure and substance of the federal government. It brings educators, executives, professionals, school administrators, and university students into contact with a variety of government personalities and opinions during two weeks of seminars, briefings, discussions, and workshops held in Washington, D.C.

PUBLIC INTEREST ECONOMIC FOUNDATION (PIE-F)
1714 Massachusetts Avenue, N.W., Washington, D.C. 20036
(202) 872-0313

OBJECTIVE: The foundation supplies objective information and unbiased opinion on the economic aspects of public policy issues at all levels of society.

ORGANIZATION: The foundation, a subsidiary of Public Interest Economics Center, was founded in 1972. Staff: 11. The foundation has a 50-person Board of Economic Advisors, a 25-person Board of Public Interest Advisors, and contacts with 800 economists and 2,300 public interest organizations. 1977 budget is approximately $100,000. The nonprofit, nonpartisan foundation is supported by grants, research earnings, and foundations.

PROGRAM: Foundation programs include the presentation and dissemination of public policy issues. The Clearinghouse-P.I.E. provides liaison between professional economists, the public interest community, and government officials. The network of economic advisors is the chief resource used for Clearinghouse support of public interest groups who seek professional advice on economic issues. This is provided on a volunteer or low-fee basis.

The Education program is designed to inform the public interest and government communities of current economic issues. The foundation encourages informed citizen involvement in decision making and in influencing the direction of policy and of the economy. Workshops, seminars, and conferences are held to assist public interest groups. Publications include the monthly Clearinghouse PIE REVIEW and monthly newsletter, PUBLIC INTEREST ECONOMICS.

PUBLIC INTEREST ECONOMICS CENTER (PIE-C), a nonprofit corporation, founded in 1972, has a staff of 12. The center conducts research in economic policy and tries to affect decisions at all levels of government with the intent of bringing about improvements in the social welfare. It publishes research papers on various topics. It is affiliated with the Public Interest Economics Foundation which is a subsidiary. Income is secured from government contract research and from research for public interest groups and decision makers. Areas of research activity have included: environment, energy, tax reform, regulation, consumer economics, etc.

THE ROBERT A. TAFT INSTITUTE OF GOVERNMENT (RATIG)
420 Lexington Avenue, New York, New York 10017
(212) 682-1530

OBJECTIVE: The institute seeks to promote an understanding of the basic principles of constitutional government and to inspire more active citizen interest and participation in government.

ORGANIZATION: The Taft Institute, founded in 1961, is a nonprofit, nonpartisan, educational organization which operates primarily from funds donated by corporations, individuals, and foundations. Staff: 8.

PROGRAM: The institute conducts surveys to help formulate programs in citizenship education. It develops teaching materials for use in seminars and the classroom. The institute grants fellowships to graduate students for advanced political science study. The Taft Seminars for Teachers draw large numbers of political experts, including senators, congressmen, and governors, to meet with elementary and high school teachers in extended give-and-take sessions. In 1976, the institute sponsored seminars about the American political system for 900 social study teachers.

ROCKFORD COLLEGE INSTITUTE (RCI)
5050 East State Street, Rockford, Illinois 61101
(815) 226-4016

OBJECTIVE: The institute analyzes and disseminates information about cultural forces which operate to the detriment of capitalism and other dimensions of responsible liberty and proposes techniques for reestablishing a cultural balance favorable to the retention of freedom.

ORGANIZATION: RCI is a tax-exempt division of Rockford College, founded in 1976. Staff: Seven. 1978 budget: $300,000. Funded by individuals, foundations, and corporations.

PROGRAM: The institute sponsors seminars and speakers, holds conferences, and does research in various aspects of cultural endeavor. Publishes pamphlets, treaties, essays, and book reviews. Publishes the bimonthly THE ROCKFORD PAPERS and CHRONICLES OF CULTURE.

SAN ANTONIO FOUNDATION FOR FREE ENTERPRISE (SAFFE)
602 East Commerce, Post Office Box 1628, San Antonio, Texas 78296
(512) 227-8181

OBJECTIVES: The foundation's purpose is to sponsor programs emphasizing the benefits of the free-enterprise system.

ORGANIZATION: Established 1976 as a nonprofit, tax-exempt, corporation affiliated with the San Antonio Chamber of Commerce. Funded by business and industry.

PROGRAM: The foundation provides free-enterprise programs and materials for educators, students, employees, and the general public. This includes a speakers bureau, business-education symposiums for high school and college students, and teacher workshops. Seminars, audio-visual materials, and in-house seminars are conducted for participating employee programs. A comprehensive media program is available to participants.

COMMENT: The foundation serves the South Texas area.

SOCIAL SCIENCE EDUCATION CONSORTIUM, INC. (SSEC)
Educational Resources Center, 855 Broadway, Boulder, Colorado 80302
(303) 492-8154

OBJECTIVE: The consortium's purpose is to improve the quality of social science education at all grade levels.

ORGANIZATION: SSEC was founded in 1963. Staff: 30. Members: 102. Funded by the National Science Foundation, National Institute of Education, and the U.S. Office of Education.

PROGRAM: The consortium disseminates information about social studies materials, instructional methods and trends and provides a forum for social scientists and educators to exchange ideas and views. A materials Resource and Demonstration center is maintained. The Teacher Associate program trains selected social studies teachers in leadership roles. Publications include over 75 periodicals on analyses, teaching tips, and resources on social studies, social issues, and professional issues.

SSEC operates the computer search service Educational Resources Information Center's (ERIC) Clearinghouse for Social Studies/Social Science Education (ChESS). ERIC is part of the National Institute of Education. The Clearinghouse and SSEC acquire, summarize, index, and publish reviews and analyses of current educational materials related to social studies and social science topics. Published newsletter: THE LINK.

Material in the ERIC system is available for use by teachers, parents, administrators, education specialists, school board members, students, library/media/information specialists, professional associations, and commercial and industrial organizations.

TAX FOUNDATION, INC. (TF)
50 Rockefeller Plaza, New York, N. Y. 10020
(212) 582-0880

OBJECTIVE: The foundation seeks to help reach sound public policy choices on fiscal affairs, and thus, contribute constructively to the nation's future.

ORGANIZATION: The nonprofit, nonpartisan research and public education foundation was founded in 1937. Staff: 30. 1978 budget approximately $1.2 million. It is supported by contributions from more than 1,700 businesses, industrial, and individual members.

PROGRAM: The institute is engaged in research analysis on fiscal developments at all levels of government, and public education about the fiscal and management aspects of government. Current program work is being conducted on tax revision, fiscal policy and government programs, and enhancing public awareness in the values of our free enterprise system.

Meetings, conferences, speeches, releases, and publications provide information to business members, educators, government officials, and the media. Selected studies or summaries are provided educators for college and university classroom use. The college classroom "Tax Review" project is being continued. Publications include: a newsletter, MONTHLY TAX FEATURES, TAX REVIEW, monthly, WASHINGTON NEWS, and FEDERAL TAX POLICY MEMO.

TEXAS BUREAU FOR ECONOMIC UNDERSTANDING (TBEU)
1139 Parkway Central Building, Suite 1139
611 Ryan Drive, Arlington, Texas 76011
(817) 265-7143

OBJECTIVE: The bureau's purpose is "to help young people understand what this country has, how it got it, and how it can keep it."

ORGANIZATION: The bureau, founded in 1948, is a nonprofit, tax exempt, Texas educational service corporation. Staff: 13. 1977 budget: $261,000. The bureau contracts with and compensates other organizations for specific functions. One hundred volunteer workers provide assistance. Members provide financial support.

PROGRAM: The bureau has an instructional program for teachers, conducts teacher institutes, and furnishes resource material. Free Enterprise Institutes are conducted by 15 contracting Texas universities. The institutes respond to the Texas statutory mandate which requires all public high schools to teach the essentials and benefits of the free enterprise system. Published material supporting the instructional program is furnished by TBEU to the Texas Educational Agency for distribution. Publications incude: THE FREE ENTERPRISE SYSTEM, FREE ENTERPRISE ECONOMICS, and AMERICA'S HERITAGE OF GREAT IDEAS.

THOMAS JEFFERSON RESEARCH CENTER (TJRC)
1143 North Lake Avenue, Pasadena, California 91104
(213) 798-0791

OBJECTIVE: The center's purpose is to seek and publicize workable solutions to the human problems of individuals, organizations, and society.

ORGANIZATION: The nonprofit research center was founded in 1963. Contributions are secured from individuals, organizations, and foundations, and revenue from contract research, seminars, consulting, and publications. 1977 income approximately $90,000.

PROGRAM: The center applies professional systems management methods to seeking and communicating workable solutions. The center conducts seminars in leadership and applied psychology. The center's research findings are available in books, reports, and magazine articles. Publishes monthly THOMAS JEFFERSON RESEARCH LETTER.

UNITED STATES INDUSTRIAL COUNCIL (USIC)
Home Federal Building, Post Office Box 2686, Nashville, Tennessee 37219
(615) 244-7514

OBJECTIVE: The council's objective is "to promote and defend the American political and economic system and to advance the national interest through public education concerning free market solutions to the country's problems."

ORGANIZATION: Founded: 1933. Staff: 15. The council is a nonprofit, nonpartisan business association of 4,000 business and industrial-firm members.

PROGRAM: The council: 1) Maintains a Washington, D.C. legislative office and program which includes publication of ACTION ALERTS about current legislative proposals. 2) Supplies newspaper columns on economic and national issues which appear in 300 newspapers. 3) Provides five-minute radio programs broadcast by 100 stations. 4) Distributes over 1,250,000 pieces of literature annually, which include folders, booklets, articles, and special reports. 5) Sponsors a conservative speakers bureau. 6) Publishes the twice monthly BULLETIN, which contains current comments on the nation and the economy.

The U.S.I.C. Education Foundation, affiliated with U.S.I.C., is a tax-exempt, nonprofit organization. The foundation publishes free enterprise materials and aids research projects of young conservatives. The foundation sponsors lectures in the U.S. by free market economists and journalists from around the world, provides grants to writers and scholars, and sponsors annual awards for editorial writers and cartoonists. An Economic Education Reference Manual, which details free enterprise education programs offered by many organizations, is available at cost to members. Phone (615) 256-5961.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA, INC. (VICA)
105 North Virginia Avenue, Falls Church, Virginia 22046
(703) 533-2090

OBJECTIVE: The association's purpose is to advance educational and social development of students enrolled in trade, industrial, technical, and health occupations education, and to emphasize respect for the dignity of work, high standards of trade ethics, workmanship, scholarship, and safety.

ORGANIZATION: VICA was founded in 1965 as a nonprofit educational association. Staff: 18. It has 9,500 local chartered industrial co-education clubs and 48 state associations with over 225,000 high school and post secondary members.

It is associated with the National Association of Trade and Industrial Education; and the National Association of State Supervisors of Trade, and Industrial Education. The Chamber of Commerce of the U.S., National Association of Manufacturers, American Vocational Association, and the AFL-CIO are among the more than 50 national industrial, educational, and labor organizations endorsing and supporting VICA. 1978 budget is $1.1 million. VICA is funded by membership dues, and contributions from business, industry, labor, and foundations.

Contributions to the VICA Youth Development Foundation are directed to specific student programs.

PROGRAM: VICA functions through an organization of local clubs and provides information, leadership training activities, and opportunities for service to members training in over 100 different career occupations.

Incentive programs that provide members recognition are (1) The Vocational Initiative and Club Achievement Program in which students are recognized for achievement in skill competency, leadership, and citizenship; (2) Local, state, and national contests, leading to the U.S. Skill Olympics, are sponsored for students to demonstrate occupational and leadership skills; and (3) The National Leadership Conference at which over 2,200 students participate in the national U.S. Skill Olympics competition. An additional 1,000 members are voting delegates, officer candidates, and observers. Over 800 educators and industrial representatives also participate at the Olympics.

VICA also sponsors a Washington Leadership Conference for Officer Training. Other programs include: personal growth, community understanding, student cooperation, public speaking, parliamentary procedure, and job interview preparation. VICA fosters an understanding of the functions and interrelationships of labor and management organizations. It also promotes understanding of the free enterprise system and encourages patriotism through the practice of democracy. Publishes VICA magazine, four per year.

WASHINGTON INTERNATIONAL INSTITUTE (WII)
Suite 350, 1900 M Street, N.W., Washington, D.C. 20036
(202) 452-0818

OBJECTIVE: The institute seeks to foster and promote a better understanding and appreciation of private enterprise and the tradition of liberty under law.

ORGANIZATION: The institute was founded in 1976 as a nonprofit, nonpartisan educational organization. Staff: 4. Annual budget approximately $100,000. Funded by business, foundations, and individuals.

PROGRAM: The institute conducts, sponsors, or directs information to assist the formation of public opinion. It publishes and distributes materials to thought and opinion leaders. A council, composed of business, professional, and educational members, advises on policy and projects. The institute is producing and distributing a series of 13 radio business leadership interviews, "Opportunities in American Enterprise," for distribution over the Intercollegiate Broadcasting System of 700 college and university stations. The 5-10 minute interviews of business and industry leaders selected by The Business Roundtable, will stress career opportunities and the importance of the private enterprise system.

The institute also proposes to produce a series of TV programs, for family entertainment, stressing positive character traits and ethics.

WORLD RESEARCH, INCORPORATED--CAMPUS STUDIES INSTITUTE DIVISION (CSI)
11722 Sorrento Valley Road, San Diego, California 92121
(714) 755-9761

OBJECTIVE: The institute's objective is "to challenge and stimulate students with information about free enterprise, not only from the economic standpoint, but from the aspect of personal liberty itself." The primary concern is education designed "to encourage the development of self-reliant individuals who think for themselves and who care more for liberty than power--free people engaged in independent action, voluntary association, and cooperation."

ORGANIZATION: The institute is a nonprofit, educational, research organization established in 1969 as an operating division of World Research, Incorporated. It is staffed by 24 young scholars, and is supported by income from sales and rentals of films and materials, as well as by grants and contracts from research and education organizations and foundations, businesses, and individuals.

PROGRAM: The institute conducts research in student attitudes and opinion changes. It is in contact with 22,000 student leaders, campus newspaper editors and club presidents, and 12,000 faculty department heads representing most of the four-year colleges and universities in the nation. In addition, a specially selected list of 9,000 professors and teachers is reached by mail.

The institute's program consists of a series of mailings of contemporary posters and display literature on current campus issues dealing with subjects such as: profits, pollution, government regulation, etc. Their program of seminars on special issues often results in publication materials used for the mail campaign.

Multimedia programs, such as, "The Incredible Bread Machine," consisting of a film, a book, 12 study booklets, and topic guides are used by college and high-school teachers as supplementary material in teaching economics and by business concerns in employee and management educational programs.

Publications include: WORLD RESEARCH INK, monthly; THE OCCASIONAL REVIEW, semiannual; and OPINION POLL, annually.

COMMENT: The institute reaches students and faculty with information and issues of current interest. Considerable attention is focused on the need for economic education with emphasis on the effects of excessive government regulations. The institute undertakes its operations with a view toward promoting the stability of the domestic and international economies, and toward preserving democratic institutions and processes.

THE ADVERTISING COUNCIL, INC. (AC)
825 Third Avenue, New York, New York 10022
(212) 758-0400

The Ad Council promotes voluntary citizen action in solving national problems. It is a nonprofit organization supported by 500 business, advertising, and communication industries who contribute their skills and resources to various noncommercial and politically nonpartisan public campaigns, including the current long-range communications effort to improve economic understanding. Publishes and distributes the booklet, "The American Economic System and Your Part In It," and pamphlets on specific elements of the economic system. Provides E.Q. (Economic Quotient) series of true-false questions about economics. Publishes periodic newsletter, ECONOMIC COMMUNICATOR.

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE (AAPSS)
3937 Chestnut Street, Philadelphia, Pennsylvania 19104
(215) 386-4594

The nonprofit academy promotes the progress of political and social science through publications and meetings. Founded 1889. Staff: 14. Members: 15,000 professionals and laymen. The academy publishes the bimonthly, THE ANNUALS. It does not take sides in controversial issues, but seeks to gather and present reliable information to assist the public in forming intelligent and accurate judgements.

AMERICAN EDUCATION ASSOCIATION (AEA)
663 Fifth Avenue, New York, New York 10022
(212) 687-6865

A nonprofit educational foundation dedicated to the preservation of our American way of life, free society, constitutional form of government, and private enterprise economy. Founded: 1938. Works with teachers, parents, and others interested in preserving sound American education, the Constitution and Declaration of Independence, and traditional tenets of social and economic freedom. Conducts research and evaluation of curriculum, textbooks, and teaching methods. Prepares radio broadcasts, pamphlets, and speech reprints. Affiliated with Joint Committee on Education. Publishes EDUCATIONAL SIGNPOST.

AMERICAN INSTITUTE OF ECONOMICS (AIE)
P. O. Box 136, New Wilmington, Pennsylvania 16142
(412) 946-2301

AIE, founded in 1936, provides education and research in economics and business for participating schools and businesses in Pennsylvania and Ohio areas. Its programs are designed to improve citizen, voter, and employee understanding of economics; to provide more awareness of business problems; and to communicate the benefits of the free enterprise system. Annual graduate credit "Economics for Teachers" seminars are held for teachers and administrators from participating schools. In addition, economic education workshops are sponsored for business people, educators, and community leaders. AIE provides lecturers and case study visits to business and industry. Funding is provided by participating business and industry.

ASSOCIATION FOR EVOLUTIONARY ECONOMICS (AFEE)
509 Business Adm. Bldg., Pennsylvania State Univ., University Park, PA 16802
(814) 865-2872

The association fosters interest in the development of economics as an evolutionary science, engages in economic research, the diffusion of economic knowledge, and the establishment of better channels of communication between economists. AFEE, founded in 1963, has 900 economists and college-level social science teacher members. Publishes JOURNAL OF ECONOMIC ISSUES quarterly.

BOY SCOUTS OF AMERICA (BSA)
North Brunswick, New Jersey 08902
(201) 249-6000

BSA, incorporated in 1910, provides programs for its members designed to build qualities of character, citizenship, and personal fitness. Membership: approximately 3.5 million scouts served by 1,250,000 adult volunteers.

One of scouting's program activities is a merit badge for American business. Scouts earning this award review the free enterprise system and study a manual about basic economics. Another pamphlet, Consumer Buying, reviews numerous aspects of consumer concern. Many of the more than 100 merit badge subjects contain career education information.

The Exploring division, BSA, provides young men and women, 14-20, the opportunity to participate in career programs organized by business, industry, and community groups. High-school students are surveyed to determine career interests and Explorer posts are then organized to develop experience in these career areas.

CENTER FOR INFORMATION ON AMERICA (CIOA)
Washington, Connecticut 06793
(203) 868-2602

The center is an independent, nonpartisan, research and educational corporation interested in furthering public knowledge and understanding of America. Founded: 1951. Staff: 5. Publishes objectively presented information material on the background and current situtions of political and other timely subjects. Uses audio-visual media and conferences. Publications: VITAL ISSUES, ten per year; GRASS ROOTS GUIDES on democracy and practical politics, four-five per year; and POPULATION PROFILES.

THE CENTER FOR RESEARCH IN GOVERNMENT POLICY AND BUSINESS (CRGPB)
The Graduate School of Management
The University of Rochester, Rochester, New York 14627
(716) 275-3218

The purpose of the center is research related to public policy issues. Founded in 1966, the center is funded by business and foundations. Staff: 4, with 10 faculty performing research. The center's research programs result in various publications of economic policy topics for use by scholars, legislators, government policy makers, business and financial groups, students, and the media. The center sponsors conferences and seminars.

CENTER FOR STUDY OF PUBLIC CHOICE (CSPC)
Virginia Polytechnic Institute, Blacksburg, Virginia 24061
(703) 951-5501

The center researches and publishes information directed toward shifting the attitudes of professional economists and policy makers. It reviews areas such as economic analysis of government process. It participates in various professional conferences. Supported by private and government foundations and individuals.

COMMITTEE FOR MONETARY RESEARCH & EDUCATION, INC. (CMRE)
P. O. Box 1630, Greenwich, Connecticut 06830
(203) 661-2533

The nonprofit educational foundation, founded in 1970 and supported by the public, initiates, supports, and disseminates research information on problems affecting the domestic and international monetary process. Educators can write for its publications or attend its seminars and conferences.

COMMON CAUSE (CC)
2030 M Street, N.W., Washington, D.C. 20036
(202) 833-1200

Common Cause is devoted to making government more open and accountable to citizens. It is a nonprofit, nonpartisan citizens' lobby, founded in 1970, with a staff of 90 and 250,000 members located in the 50 states. 1978 budget approximately $5 million. The citizens' lobby seeks to inform and educate members and the elected officials about specific public issues. It analyzes state and national issues, produces investigative studies on various government functions, and publishes information in the bimonthly FRONTLINE.

CONFERENCE OF AMERICAN SMALL BUSINESS ORGANIZATIONS (CASBO)
407 South Dearborn Street, Chicago, Illinois 60605
(312) 427-3780

Federation of local, state, and national trade associations and small business firms interested in defense of the free market economy. Founded: 1942. Staff: 7. Periodic task forces deal with court, administrative, and legislative actions in the interest of independent business. Affiliated with Institute of Economic Policy.

CONFERENCE ON ECONOMIC PROGRESS (CEP)
2610 Upton Street, N.W., Washington, D.C. 20008
(202) 363-6222

CEP, a not for membership, nonpolitical organization, engages solely in economic research education and publication of studies related to economic conditions, problems, and policies in the United States. Founded: 1954. Staff: 5. Publishes RESEARCH STUDIES.

CONSTRUCTIVE ACTION, INC. (CA)
Post Office Box 4006, Whittier, California 90607
(213) 693-0764

Organized to provide the American public with educational materials "exposing socialist and communist inroads in our American institutions and the erosion of personal freedoms by advocates of the welfare state." Founded: 1963. Staff: 2. Not a membership organization. Supported by donors and publication sales. Distributes paperback books, free or at a nominal cost, to high-school and college students and teachers. Distributes publications of the Foundation for Economic Education and the United States Industrial Council.

DELTA PI EPSILON (DPE)
Gustavus Adolphus College, St. Peter, Minnesota 56082
(507) 931-4184

Delta Pi Epsilon is a national honorary professional graduate fraternity in business education for men and women, established in 1936, with over 20,000 members in 76 chapters located at institutions of higher learning which offer programs of graduate business teacher education. It presents an annual Research Award to develop leadership and recognize graduate research in business education. Publishes the quarterly DELTA PI EPSILON JOURNAL and the annual BUSINESS EDUCATION INDEX.

ECON-ED FOUNDATION (EEF)
8155 University Avenue, LaMesa, California 92041
(714) 464-4151

The foundation's purpose is to achieve better understanding of the free enterprise economic system and its importance to a free society. Founded: 197 . Staff: 2. Members: 300. 1977 budget approximately $46,000. The nonprofit foundation conducts student field trips and economic seminars, has a speakers bureau, and is developing teacher in-service seminars, employee and adult seminars, and a resource and reference library. It is designing a unit of economic study for social science teachers.

ECONOMIC ECOLOGY, INC. (EE)
Holly Haven Farms, Houston, Delaware 19954
(302) 422-7724

A nonprofit organization dedicated to promoting the understanding and appreciation of our private enterprise system by youth. Works with and utilizes resources of individuals and organizations with similar objectives. Creates youth programs designed to increase the understanding of fundamental economics. Published a book, You Can Do It, describing the free enterprise system to young readers. Distribution efforts are supported by Ruritan National and Kiwanis International. Sponsors an "economics" baseball game method of teaching economics to junior high-school participants.

FOUNDATION FOR STUDENT COMMUNICATION, INC. (FSC)
Princeton University, Green Hall Annex, Princeton, New Jersey 08540
(609) 921-1111

This student nonprofit foundation, founded in 1971, publishes BUSINESS TODAY magazine, which is supported by corporate advertising and distributed free, three times a year, to approximately 200,000 students at 135 colleges and universities. The foundation sponsors national and regional conferences to encourage better understanding between students and business.

FOUNDATION FOR TEACHING ECONOMICS (FTE)
4600 Bank of America Center, 555 California St., San Francisco, CA 94104
(415) 421-6615

The nonprofit foundation, organized in 1975, contributes a more thorough knowledge of our economic system. The foundation supports the creation of teaching materials for elementary and secondary students and teachers. It is publishing a junior high-school textbook on production, developing one on consumption, and is working on a fourth-grade course about the economics of production.

GENERAL FEDERATION OF WOMEN'S CLUBS (GFWC)
1734 North Street, N.W., Washington, D.C. 20036
(202) 347-3168

The federation's objective is to unite and promote the common interest of women's clubs in education, industry, philanthropy, literature, art, science, and culture. It was founded in 1890 and currently has 14,000 clubs in the U.S. with 70,000 members. Staff: 29. The Federation's two-year program, "It's Your Country--Make It Work!," explores the interrelationships between business and government that provide services for people in a democratic society. The program, through June, 1978, stresses fiscal responsibility at all levels of government. GFWC CLUB WOMAN NEWS is published nine times a year.

INTERNATIONAL ASSOCIATION OF BUSINESS COMMUNICATORS (IABC)
Suite 928, 870 Market Street, San Francisco, California 94102
(415) 433-3400

The association encourages the establishment of effective training programs for business services, industry, nonprofit organizations, and government communicators, and provides publication analysis and research for them. Founded: 1970. Staff: 10. Members: 4,200 editors and writers of sponsored publications. The association administers and cosponsors with The Business Roundtable annual awards for effective economics communication. It holds seminars on communicating economic issues, and provides information about economic education materials in the monthly IABC NEWS.

THE MANION FORUM (MF)
St. Joseph Bank Building, P.O. Box 1258, South Bend, Indiana 46624
(219) 233-8225

The forum promotes the right to private property, individual responsibility, free enterprise, and limited government. The nonprofit, nonpartisan forum, founded in 1954, has a staff of five. The forum reviews political and economic matters of national interest via daily 3-minute and weekly 15-minute broadcasts over 120 radio stations. Reprints of the scripts and a newsletter are supplied weekly to 12,000 subscribers and contributors.

THE MEDIA INSTITUTE (MI)
Suite 1000, 110 17th Street, N.W., Washington, D.C. 20036
(202) 466-3052

The nonprofit institute, founded in 1976, promotes the development of knowledge and understanding of American media and communications, and conducts research into the legal, economic, cultural, and political aspects of the media and communications industry. It holds seminars and conferences for students, journalists, and business people. Publishes a quarterly journal and the biweekly monitor TELEVISION BUSINESS ECONOMIC NEWS INDEX, which includes abstracts of economic and business news stories carried on network evening news programs.

MOVEMENT FOR ECONOMIC JUSTICE (MEJ)
1609 Connecticut Avenue, N.W., Washington, D.C. 20009
(202) 462-4200

Relates to community organizations which are concerned with economic issues. It assists, encourages, promotes, and initiates local organizing efforts around basic economic issues to build among low and middle income people and grass-roots organizations a nationwide political movement for fundamental economic reforms. Founded: 1973. Staff: 8. Provides research, training, program ideas, organizing and educational materials, and support services with particular emphasis on tax issues and revenue sharing. A program is being started to provide public education around basic economic issues such as inflation, economic concentration, and tax injustices. Conducts training conferences and programs. Publishes monthly newsletter.

NATIONAL ASSOCIATION OF INVESTMENT CLUBS (NAIC)
1515 East Eleven Mile Road, Royal Oak, Michigan 48067
(313) 453-9612

The association of over 8,000 affiliated clubs is organized to interest people in all aspects of investments and to help them understand the economic world in which they live. Local chapters train people to speak and explain the economic factors affecting their lives, and reply to accusations made against the operating policies and profits of business and industry. Publication: BETTER INVESTING, monthly.

NATIONAL 4-H COUNCIL (4-H)
7100 Connecticut Avenue, Washington, D.C. 20015
(301) 659-9000

The council encourages young people to seek new knowledge and develop life skills through learning by doing. The council coordinates the 4-H youth programs of the U.S. Cooperative Extension Service. It operates a residential conference facility where junior and senior high-school students participate in citizenship and American heritage programs. Continuing information is provided to develop a better understanding of the American economic system.

SECURITIES INDUSTRY ASSOCIATION (SIA)
20 Broad Street, New York, New York 10005
(212) 425-7000

The association, founded in 1972, has a staff of 45, 11 regional groups, and about 550 brokerage and investment banking firm members.

The Securities Industry Economic Education Foundation, founded in 1976 to foster an increased understanding of the American economic system, provides the association's education programs. The Stock Market Game, a teaching device based on computer-monitored portfolio management stimulation, was incorporated into the curricula of nearly 200 secondary schools in New York state, reaching over 4,000 students during 1977. The foundation serves as a clearinghouse of information on existing programs, films, and educational aids for industry personnel. Publications include a monthly newsletter.

THOMAS JEFFERSON CENTER FOR POLITICAL ECONOMY (TJCPE)
114 Rouss Hall, University of Virginia, Charlottesville, Virginia 22901
(804) 924-3243

The center is a research and education organization, founded in 1956, with a staff of 12 professors of economics. The center produces nontechnical reports about the operation of free market economic systems and research articles in professional economic journals.

UNITED STATES CITIZENS' CONGRESS EDUCATIONAL FOUNDATION, INCORPORATED (USCCEF)
1221 Connecticut Avenue, N.W., Washington, D.C. 20036
(202) 347-6597

USCC is dedicated to the preservation of the American way of life. Founded in 1976, it is a nonprofit, nonpartisan educational organization supported by individuals and business. The foundation researches and publishes materials about the facts and interpretations of issues affecting the American system of government. It provides scholarships for the study of economics, political science, and government, and sponsors an essay contest and a speaker's bureau.

YOUNG AMERICANS FOR FREEDOM (YAF)
Box 1002, Woodland Road, Sterling, Virginia 22170
(703) 450-5270

A national conservative, not tax exempt, bipartisian, educational, and activist youth organization that seeks to promote the philosophy of individual freedom, free enterprise, and limited government. Founded: 1960. Staff: 10. Local chapters: 400. Members: 55,000. YAF services chapters with organizational kits, literature, posters, speakers bureau, buttons, bumper stickers, and a film and tape library. It produces several publications directed to the campus, including THE NEW GUARD, 10 per year.

Young America's Foundation, a tax-exempt foundation founded in 1969, is located at the same address. The foundation provides discount books, reprints of articles, films, tapes, speakers, seminars, conferences, and scholarships for young conservatives.

ADDITIONAL INFORMATION ON STATE ORGANIZATIONS

For additional business or economic information about your state and supporting organizations within the state, contact the state Chamber of Commerce, state Manufacturers or Industrial Association, Association of Commerce and Industry, state Council on Economic Education, or the Bureau of Business and Economic Research at your state university.

Chairs of Free/Private Enterprise

American College
James S. Bingay Professor of Creative Leadership
Denis Raihall
Academic Vice President
270 Bryn Mawr Avenue
Bryn Mawr, Pennsylvania 19010

American International College
Earle A. Griswold Chair of Free Enterprise
Arthur Bertrand
Vice President of External Affairs
170 Wilbranhan Road
Springfield, Massachusetts 01109

Appalachian State University
Center for the Study of Free Enterprise
Peyton Albert Hughes
Director
Boone, North Carolina 28608

Augusta College
Center for the Study of Private Enterprise
Willard Huggins
Augusta, Georgia 30904

Baylor University
John Schoen
Coordinator
Post Office Box 6278
Waco, Texas 76703

Birmingham--Southern College
R. Hugh Daniel Professorship of Business and Free Enterprise
Aubrey Drewry
800 Eighth Avenue West
Birmingham, Alabama 35204

Brescia College
Chair of Private Enterprise
Gary L. Saunders
120 West Seventh Street
Owensboro, Kentucky 42301

Brunswick Junior College
J. D. Compton Chair for the Study of Private Enterprise
Paul Kenneth Vonk
Altama and Fourth Street
Brunswick, Georgia 31520

John Carroll University
Cleveland Center for Economic Education
Walter Verdon
Director
Cleveland, Ohio 44118

George Peabody College for Teachers
The Peabody Center on Economic and Social Studies Education
Ronald E. Galbraith
Director
Nashville, Tennessee 37202

Georgia State University
Chair of Private Enterprise
Michael H. Mescon
Suite 901, Urban Life Center
University Plaza
Atlanta, Georgia 30303

Harding College
Center for Private Enterprise Education
Don Diffine
Director
Searcy, Arkansas 72143

Kent State University
Goodyear Executive Professor of Business Administration
Jack Higgins
Kent, Ohio 44242

Lambuth College
Endowed Chair in American Enterprise
Robert G. Barnes
Chairman of Department of Business Administration and Economics
Center for the Study of American Business
Jackson, Tennessee 38301

Loyola University of Chicago
Free Enterprise Activities
John L. Ward
Director
820 North Michigan Avenue
Chicago, Illinois 60611

Ohio State University
The William H. Davis Professorship in the American Free Enterprise System
Al Shapero
Columbus, Ohio 43210

Northeast Louisiana University
Professorship in Business & Society
Van McGraw
Dean of the College of Business Administration
Monroe, Louisiana 71201

Purdue University
Burton D. Morgan Chair of Private Enterprise
John F. Day
Dean of the Krannert Graduate School of Management
Lafayette, Indiana 47907

Regis College
John J. Sullivan Chair of Free Enterprise
Father David McBriar
OFM Provost
3529 West 50th Parkway
Denver, Colorado 80221

St. Mary's University
Myra Stafford Pryor Chair of Free Enterprise
Paul C. Goelz
Dean of the School of Business
2700 Cincinnati Avenue
San Antonio, Texas 78284

Samford University
Chair of Private Enterprise
Lester Hollans
800 Lakeshore Drive
Birmingham, Alabama 35209

Southern Methodist University
Southwest Foundation for Free Enterprise
Burr Porter
Dallas, Texas 75275

Southwest Baptist College
The Southwest Free Enterprise Forum
B. E. Clark
Chairman
Department of Accounting, Business, and Economics
623 South Pike Street
Bolivar, Missouri 65613

Texas A&M University
The Center for Education and Research in Free Enterprise
John Allen
Associate Director
College Station, Texas 77843

Texas Christian University
David L. Tandy Chair of American Enterprise Management
Joe Lee Steele
Fort Worth, Texas 7612[illegible]

University of Akron
Goodyear Chair of Free Enterprise
Thomas Allsop
Akron, Ohio 44325

University of Oklahoma
Lawrence E. McKibbin
Dean of Business Administration
660 Parrington Oval
Norma, Oklahoma 73069

University of Tennessee at Chattanooga
Scott F. Probasco Jr. Chair of Free Enterprise
Kermit G. Cudd
Director of the School of Business
Chattanooga, Tennessee 37401

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W. R. Hudson
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University of Wisconsin at Madison
Irwin Maier Professor of Business
Jon G. Udell
1155 Observatory Drive
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Vanderbilt University
John Porter Distinguished Chair of American Competitive Business
H. Igor Ansoff
Nashville, Tennessee 37240

Washington University
Center for the Study of American Business
Murray L. Weidenbaum
Director
St. Louis, Missouri 63130

Wichita State University
Center for Enterprise
Fran Jabara
Director
Wichita, Kansas 67208

Economics Education Seminar

1. Introduction

   Why an economic system? What, how, and for whom? Economics and the contemporary American incentive market system. Basic terms. Economic growth. Private enterprise. Private property. Perspective. Pretest. Project assignments.

2. Modern business and industry

   Corporate organization. Economic role. The entrepreneur. Regulated business. Organization and management. Goals. Business cycle. Circular flow. Annual reports.

3. Finance and capital

   Economic incentives. Profits and risks. Opportunity costs. Capital formation. Investments. Stocks and bonds. Dividends and interest. Rent. Money and banking. Credit. Regulation.

4. Production and manufacturing

   Productive resources. Scarcity and choices. Opportunity costs and trade-offs. Resources allocation. Factors of production. Efficiency. Purchasing. Regulation.

5. Marketing and distribution

   Markets. Supply and demand. Price. Competition. Specialization. Methods of distribution. Marketing. Advertising. Interdependence. Consumerism. Regulation.

6. Research and development

   Planning. Productivity. Technological improvement and product innovation. Patents and licensing. Economic growth.

7. The worker and employment

   Wages and benefits. Working conditions. Job satisfaction. Job security. Labor unions. Collective bargaining. Occupations, vocations, and careers. Education, skills, training, and development. Specialization. Comparative advantage. Division of labor. Personnel. Employee relations. Job interviews.

8. Employee and public concerns

   Costs and trade-offs. Safety and health. Ecological and environmental protection. Social responsibility. Community relations. Communication. Government regulation.

9.& 10. The consumer and personal economics

Wants and needs. Income distribution. Scarcity and choices. Opportunity costs and trade-offs. Value judgments. Decision making. Use of banks, credit, loans, budgeting, insurance. Savings and investments. Stocks and bonds. Real estate. Cost of living. Security. Consumer protection. Responsibilities and alternatives. Buying a car or home.

11. Government and the economy--the citizens

Legislation (Congress and legislators). Regulation (Administration and bureaucracy). Arbitration (Courts and regulatory agencies). Money and monetary policy (Banks, Federal Reserve System). Fiscal policy. Taxes. Expenditures and transfers. Problems: inflation, unemployment, poverty, welfare, and national debt. Gross National Product. Government limitations and restraints. Citizens responsibility and response.

12. Summary review and evaluation

Project reports. Materials review. Post-test. Evaluation.

Optional

13. International trade and world economy

World markets. Foreign trade. Balance of trade. The multinational company. Imports and duties. Regulation.

14. Energy case study or project

An application of economic concepts: scarcity, trade-offs, resource allocation, productivity, research and development. Supply and demand. Financing. Price. Competition. Environment. Regulation. Exploration, production, processing, transportation, marketing, distribution, etc.

Program structure

Each three-hour unit is structured approximately as 30 minutes--subject and concept introduction; 45 minutes--lecture, panel, audio-visual, or discussion with two or three participants; 15 minutes--break; 30 minutes-questions and answers; 15 minutes--review; and 45 minutes--preparation and planning.

If two-hour units are used, they can be structured: 20 minutes--introduction; 40 minutes--participants; 10 minutes--break; 20 minutes--questions and answers; 30 minutes-preparation and planning.

Additional units can be added to the schedule by dividing any unit into two sessions. Additional time can be effectively used to discuss units 3, 7, and 11.

Texas Christian University
David L. Tandy Chair of American Enterprise Management
Joe Lee Steele
Fort Worth, Texas 76129

University of Akron
Goodyear Chair of Free Enterprise
Thomas Allsop
Akron, Ohio 44325

University of Oklahoma
Lawrence E. McKibbin, Dean of Business Administration
660 Parrington Oval
Norma, Oklahoma 73069

University of Tennessee at Chattanooga
Scott F. Probasco, Jr. Chair of Free Enterprise
Kermit G. Cudd, Director of the School of Business
Chattanooga, Tennessee 37401

University of Texas at Austin
Chair of Free Enterprise
W. R. Hudson, Coordinator
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Austin, Texas 78712

University of Wisconsin at Madison
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Center for the Study of American Business
Murray L. Weidenbaum, Director
St. Louis, Missouri 63130

Wichita State University
Center for Entrepreneurship
Fran Jabara, Director
Wichita, Kansas 67208

CORPORATE SUPPORT OF ECONOMIC EDUCATION

General

Thoughtful business leaders are aware that although the public has some understanding of economics, it is not always well versed in many basic economic concepts. The widely-circulated Powell Memorandum, submitted to the Chamber of Commerce of the United States as a basis for discussion, stated:

> "The first essential is for business to confront the problem of economic education as a primary responsibility of corporate management . . . Strength lies in organization, in careful long-range planning and implementation, and in consistency of action over an indefinite period of years."

Broad-based public support is required to sustain economic policies which help business operate effectively in a competitive, incentive market-oriented economy. Business support of organizations that provide effective economic education should help to improve the public's knowledge of economic concepts and dispel some misconceptions about business operations.

According to The Business Roundtable, there is a clear need for better understanding of the business system through teaching economics in schools. The United States Office of Education reports that most states do not require a course in economics for teacher certification. However, curriculum development and improved teacher preparation constitute a most effective means of broadening economic education in the nation's schools.

People should be taught to think critically and use analytical methods to look at each alternative in terms of economic benefits and associated costs and then to make rational choices based on their own best interests. Business should seek and support specific economic education programs that raise the competence and general level of economic understanding with students, teachers, and decision makers.

Corporate support of economic education serves the interests of the company and its stockholders. Funding economic education programs represents long-range investment to further an economic environment in which business can profitably conduct its operations. The better the public is able to understand and comprehend economic facts and concepts, the better they will be able to understand the various issues affecting business and to support its positions.*

* Appendix A

Objectives

Corporate support for economic education is needed to help individuals:

1. Create an awareness of the economic concepts that affect their everyday life as citizens, producers, and consumers.

2. Understand and objectively analyze economic issues so that they are able to make informed, rational decisions.

3. Develop practical skills using economic concepts to identify and review economic alternatives including proposed legislative action.

Application

Economic education program proposals vary widely in approach, potential audience, means of delivery, and cost. Each request should be reviewed to determine if the proposal meets corporate objectives to promote economic education.

Primary interest should be in organizations and programs that have a multiplier effect, such as training teachers who instruct other teachers and students, and opinion molders who affect the public through media or leadership statements.

Support for economic education should be directed to the following publics:

1. Educators, teachers, and students.

   Education is a factor of immense value in economic growth, in the development of living standards, and in determining the structure and character of the political arrangements which govern the relationships between business and the rest of society.

   Economic education affects the individual and his personal aspirations as a citizen, a worker, and a consumer. In each role, the individual must make intelligent decisions and critical choices that affect not only his well-being but also the well-being of business.

2. Corporate constituency including employees, shareholders, annuitants, and associated business contacts.

   Economically literate corporate constituencies can be a powerful influence on government because of their personal interest and involvement in the ways that legislation can affect their jobs, work opportunities, benefits, or operations.

3. Community.

   Corporate responsibility warrants support of economic education in communities where major corporate facilities are located. Positive results can be secured with successful programs responsive to community needs.

4. Legislators, media representatives, and other opinion and leadership groups.

   Ecoromic education for legislators and their assistants, media people, and other opinion and leadership groups would provide the basis for more rational legislative proposals, better business reporting, and more accurate and effective publications and discussions. Thought leaders have great influence with the general public, and thereby, affect their decisions.

5. General public.

   The educational level of economic understanding of the general public has much to do with the environment in which business must function.

   The climate in which a company operates is clearly a function of the public's attitude toward business in general and toward the conduct of the corporate enterprise in particular. This is affected for better or worse by the relationship of the economic knowledge citizens apply to any given decision.

   Although the public acts as a constituency, it is the personal economic needs of each individual that form the collective response. An economically literate population will understand the relationships which enables business and government to make the rational decisions needed to achieve the ends desired by the people.

Criteria

Appraisal of economic education proposals should be based on realistic objectives, a knowledge of the public(s) to be reached, and the availability of alternative programs.

1. Some pertinent information for making an orderly, uniform appraisal can be found in the Proposal Evaluation (Exhibit I). This material is not all-inclusive, but does provide some of the information needed for a factual, unbiased review of the material submitted with the proposal. The questions posed in the Appraisal Guidelines (Exhibit II) will also assist.

2. An economic education program and supporting materials should be designed to educate the group it is directed to; provide unbiased, factual information; indicate alternative approaches to economic problems; and enable individuals to weigh these options and make judgmental decisions based on sound economic principles. The program should be comprehensive and related to the direct interests of the selected audience.

3. Economic education programs should be produced by organizations and institutions that are well-known, reliable, and respected in their field. The organization should have the resources to develop, implement, and evaluate effective programs. The program budget should be carefully analyzed to minimize excessive administrative costs by the sponsored organization. The organization should submit convincing proof of its ability to perform, including results of previous successful programs.

4. Economic education proposals should include a means of adequately measuring program effectiveness. Sharply defined goals dealing with specifics, limited audiences, and expected achievements should be clearly stated. Research should be used whenever possible to evaluate the effectiveness of the program, determine the cost/benefit ratio, and provide information to improve and support subsequent program development. An exception to this type of evaluation may be a program designed for the general public, where prior experience and judgment would be sufficient to indicate the expected results.

5. Economic education should be directed to areas where it is most needed and where it will not duplicate existing efforts. An economic education program need not be directly related to an industry; however, where appropriate, it may be desirable to use company or industry examples to illustrate specific concepts.

6. An on-going program is generally most desirable, so that basic economic concepts are continually reinforced. It would also be useful for the program to be self-perpetuating or adaptable to future support by others.

Appendix A

Surveys of adults and high school students show a strong correlation between the amount of factual information people have about economics and their point of view of subjective questions. More information tends to go along with what most people would generally regard as "a business position." This conclusion is based on: Study of U.S. Economic Knowledge and Attitudes Toward Business, November, 1975, sponsored by The Business Roundtable and Survey of Teenager Economic Knowledge and Attitudes, December, 1976, sponsored by Educational Communications, Inc.

PROPOSAL EVALUATION

Please fill in the information indicated.

Name of organization_____

Address_____

City_____ State_____ Zip_____

Phone no. including area code_____

Chief officer_____ Requested by_____

Title_____ Title_____

Proposal Title_____

Amount of funding requested $_____

Total funding required for this proposal $_____

If request is for partial funding, indicate how much has been secured

to-date $_____ as of_____

Period of request: From_____ to_____

Objective of organization:_____

_____

_____

Objective of proposal (What it is intended to accomplish):

_____

_____

_____

Description of proposal (What will it include?)_____

_____

_____

_____

_____

_____

Impact or benefits of proposal. What will be accomplished?

_____

_____

_____

How will program be distributed? _____

_____

_____

How will funding be used? _____

_____

_____

Staff developing and/or writing program:

Credentials _____

_____

Program will be reviewed, researched, and evaluated by educator(s) or an educational institution: ( ) No ( ) Yes

List _____

Program will be: ( ) Pre-tested; ( ) Post-tested; ( ) Evaluated

Testing will be done with: ( ) Students; ( ) Teachers; ( ) Employees ( ) Others _____

Amount of budget set aside for research and evalution $ _____

Requires approval by: ( ) School board; ( ) Superintendent of education; ( ) Principal or curriculum advisor; ( ) Department head; ( ) Teacher.

If an educational program for teachers, will it carry graduate credit? ( ) No ( ) Yes

ORGANIZATION

Year founded or established _____

Total number of members _____

Number of business and industry members _____

Number of educator members _____

General operational or coverage area _____

Total number in staff _____

Number of directors and/or trustees _____

In business or industry _____ Educators _____

Affiliated, associated, or cooperating organizations _____

_____

_____

Advisory or consultant groups _____

_____

_____

Attach annual report, if available.

FINANCES

Check if: ( ) non-profit; ( ) tax-exempt _____
IRS # and date

Annual budget $_____

Number of contributors _____ Number of business contributors _____

Funded by: ( ) Foundations; ( ) Business; ( ) Others _____

List several major contributors, and if you wish amounts contributed:

	This program	Total last year
1. _____	$_____	$_____
2. _____	$_____	$_____
3. _____	$_____	$_____
4. _____	$_____	$_____
5. _____	$_____	$_____

PROGRAMS

Organization's area of interest_____

_____

_____

Audience to be reached (check)

( ) Academic
( ) Agriculture
( ) Business and Industry
( ) Church groups
( ) Civic groups
( ) Clergy
( ) Educators
( ) Employees
( ) Executives
( ) Fraternal groups
( ) Government
( ) Labor
( ) Legislators
( ) Media
( ) Parents
( ) Patriotic groups
( ) Students
( ) Elementary
( ) Secondary
( ) Jr. college
( ) College
( ) Thought leaders
( ) Trade assns.
( ) Veterans
( ) Youth
( ) Others_____

Program areas: (check)

( ) A-V materials
( ) Annual awards
( ) Community
( ) Communications
( ) Corporate
( ) Conferences & Seminars
( ) Consultation
( ) Contests or Competition
( ) Curriculum development
( ) Data gathering & reporting
( ) Debates
( ) Fellowships
( ) Interns
( ) Legislative
( ) Library
( ) Media
( ) Printed matter
( ) Publications
( ) Research & Evaluation
( ) Scholarships
( ) Speakers
( ) Surveys
( ) Teaching materials
( ) Training (groups)_____
( ) Others_____

MATERIALS DISTRIBUTION

States # of: _____: Regional area _____; Nationally ( ).

Student and teacher educational materials:

	Student	Teacher
Primary K-3	_____	_____
Primary 4-6	_____	_____
Secondary 7-9	_____	_____
Secondary 10-12	_____	_____
Jr. College	_____	_____
College	_____	_____
Graduate	_____	_____
Adult	_____	_____
Pre-Service		_____
In-Service		_____

PUBLICATIONS

Titles and circulation of major monthly or quarterly publications:

_____

_____

_____

APPRAISAL GUIDELINES

Through research, review, and reappraisal, the size and content of an economic education program should reflect corporate interest and indicated needs at the time the program is submitted.

No corporation can be responsive to every appeal, but all requests must be screened in order to eliminate those that do not fit its needs. Even for those that remain, budgetary limitations and other considerations dictate the necessity for applying some merit tests in order to select programs which the company should support because they best meet predetermined economic education objectives.

The following questions review some of the areas to be investigated, but are not all inclusive.

1. Character of the solicitation.

   a. Is the appeal general or specific?

   b. For what purpose is the money being sought?

   c. Is the request well-documented?

   d. Does the request indicate why the proposed program should be supported?

2. Nature of the organization.

   a. How is it controlled? Public or private? Business or educational?

   b. For what educational purpose does it exist?

   c. Is it nonprofit? Noncommercial? Nonpartisan?

   d. What other organizations is it affiliated with?

3. Performance of the organization.

   a. Is it known for any unique element of its previous programs?

   b. Are there specific previous or similar programs that are outstanding?

   c. What are the characteristics of the people who produce and administer the program?

   d. Is the organization cooperating with educational institutions to improve the efficiency of the proposed program?

   e. Does the organization provide an annual report on its stewardship of the resources entrusted to it by various groups of contributors?

   f. What other companies or foundations are the most prominent contributors? Are they related as competitors, customers, suppliers, etc.?

4. Relationship between the organization and the company.

   a. Is the proposed program local, regional, or national?

   b. Is the program related to the company's products or services?

   c. Is there anything about the program that relates to the company's image, identity, or philosophy?

   d. Does it offer opportunities for continuing education without continuing funding, or with funding at a much lower level?

   e. Does the program offer employee educational techniques or materials, or other items of value for employee development?

   f. What are provisions for follow-up of the program?

5. Program proposal.

   a. Is there a clear statement of the problem?

   b. Is there a clear statement of the project's impact on the problem?

   c. Is there a clear description of the proposed program?

   d. Has the program been well planned?

   e. Will the program fill a need?

   f. Is anyone else taking a similar approach?

   g. What is the time frame of the proposal?

   h. Does the program development staff contain recognized economists and educators?

   i. Will economists and educators participate in the planning stages and final review?

   j. Is the program aimed at the local community?

   k. Will the proposal fit in with existing educational programs and materials?

   l. What are the anticipated product(s) or results?

6. Research and evaluation.

   a. Will research on the program be done by a recognized, competent group?

   b. Will educators or an educational institution evaluate the program?

c. Will program materials be pre- and/or post-tested?

d. Will the effectiveness of the program be tested?

e. Can the program be adjusted or modified as a result of testing?

f. What kind of testing will be utilized?

g. Will the results of the research be available to the company? To the public?

h. Will results of all tests be incorporated in the final report?

i. Will evaluation provide specific answers at the conclusion of the project?

j. Is there any unique tie-in between the research program and any area of particular interest to the company?

7. Program materials for educators.

a. Are materials selected on the basis of teacher need?

b. Are materials created by teachers with a sound educational background?

c. Are materials to be utilized, published by a respected or professional educational organization?

d. Will teachers trained in the program be able to help other teachers learn about economics?

e. Does part of the proposal carry graduate credit for participating teachers?

8. Public interest may involve important indirect and intangible benefits to the company. Is support of the program in the interest of industry, other business, and/or the public in general?